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ABSTRACT

The MAT-6 Writing Test (The Psychological Corporation, 1986) was administered to Oklahoma students in grades 7 and 10 in February 1989, in compliance with state law. The inception, implementation procedures, assessment instruments, and results of the Writing Assessment Component of the Oklahoma School Testing Program are described. District-level data are reported for the 1988-89 assessment, and state-level data are provided for the writing assessments conducted from 1987 through 1989. Guidelines are also provided for the analysis and interpretation of the test results. A combination of holistic and analytic scoring procedures supplies data to assess student strengths and to determine areas in which skill reinforcement is needed. The Holistic Score Percentile Ranks, used to give an overview of the general quality of composition skill demonstrated by each student, were 54 for grade 7 and 78 for grade 10. The analytic scores are used to evaluate four specific areas of writing skill--sentence formation, word usage, content development, and writing mechanics. The MAT-6 Writing Test scores indicate that Oklahoma students were able to construct acceptable informal essays within the 20-minute time limit imposed during the test administration. The continuation and expansion of the writing assessment program is planned, and future directions are discussed. Appendices provide additional information about the testing program; Appendices D through F contain 91 pages of test results. The "Manual for Interpreting: MAT-6 Writing Test" is Appendix G and the "Supplement to the Norms and Technical Booklet" forms Appendix H. (SLD)

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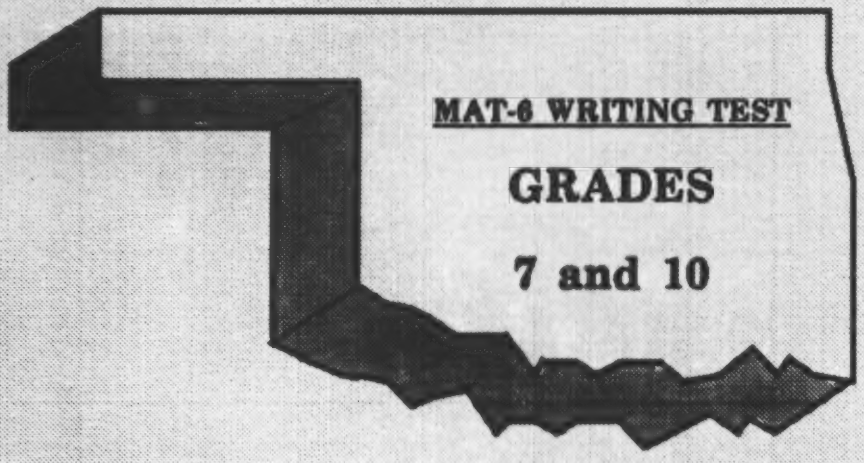
OKLAHOMA

SCHOOL TESTING PROGRAM

WRITING ASSESSMENT COMPONENT

SUMMARY REPORT: 1989



MAT-6 WRITING TEST

GRADES

7 and 10

OKLAHOMA STATE DEPARTMENT OF EDUCATION

Gerald E. Hoeltzel
State Superintendent of Public Instruction

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Oklahoma State Department of Education

Gerald E. Hoeltzel, State Superintendent of Public Instruction

May 24, 1989

To the Citizens of Oklahoma:

The following report provides an overview of the Oklahoma School Testing Program (OSTP) and summarizes students' average Writing Assessment scores from 1987 through 1989. The Writing Assessment Component of the Oklahoma School Testing Program was implemented in compliance with Title 70 O.S. Supp. 1985, Section 1210.510 et. seq. (Senate Bill 426).

We have completed our third consecutive year of administering the MAT-6 Writing Test to students in tenth grade, and our second year of administering this test to seventh-grade students. We are encouraged by our students' test performance in this important basic skill area.

Senate Bill 426 required that inservice be provided for all educators who administer tests within the OSTP. The State Department of Education provides both pretest and posttest inservices for all schools--at the building level when possible. The purpose of the pretest inservice is to prepare educators to administer the tests according to the procedures used in the standardization and to utilize all appropriate security and accuracy guidelines in handling test materials. In posttest inservice sessions, educators are instructed in the appropriate interpretation and use of test scores to improve instructional programs (as is the intent of Senate Bill 426). It is our belief that teachers and administrators are utilizing the MAT-6 results to analyze instructional program needs and improve these programs for students.

Our MAT-6 Writing Test scores indicate that Oklahoma students are continuing to perform at levels above the national average. We commend our teachers and administrators for providing quality writing instructional programs.

We appreciate the cooperation of all public school educators in the local management of the OSTP. In addition, we appreciate parents' assistance in preparing their children mentally, physically, and emotionally for participation in this program. It is only with such a spirit of school and community cooperation that we can successfully obtain a measure of our students' best efforts to reveal their accumulated knowledge and academic skills.

Sincerely,

Gerald E Hoeltzel

Gerald E. Hoeltzel
State Superintendent

2500 North Lincoln Boulevard Oklahoma City, Oklahoma 73105-4599

OKLAHOMA SCHOOL TESTING PROGRAM REPORTING--1989
WRITING ASSESSMENT COMPONENT

EXECUTIVE SUMMARY

The MAT-6 Writing Test was administered to Oklahoma's seventh- and tenth-grade students in February, 1989. Students' papers were hand-scored through two different procedures--holistic and analytic. By design, these procedures measure different aspects of composition and are not intended to be comparable. By using the combination of the two scoring procedures, we are supplying teachers with data that can be used to assess students' skill strengths and determine areas of skill reinforcement need, thus providing a focus for the instructional methods which will be most beneficial for each student.

Holistic scores provide an overview of the general quality of composition skill demonstrated by each student in response the combination picture and verbal prompt (see Appendix B for a sample writing prompt). Holistic Raw Scores range from 2 to 16 and are converted to normative scores to provide a comparison of student performance with that of the national norm group.

Holistic Score Percentile Ranks for Grade 7 and 10 were 54 and 78, respectively. A Percentile Rank of 50 is considered the "national average." A score of 54, for example, means that the average seventh-grade student in Oklahoma scored as well as or better than 54% of the students in the national norm group who were administered this same prompt.

Analytic Scores are given on a scale of one to four, with four being the highest performance level. The Analytic Score is used to evaluate four specific areas of writing skill--Sentence Formation, Word Usage, Content Development, and Writing Mechanics (Figure 1, page 19 provides further delineation of these skills). The following table describes Oklahoma's 1989 performance in terms of the skill area, performance level within each skill area, and the percent of students scoring in each of the performance levels.

ANALYTIC SCORE SUMMARY--1989

	I Sentence Formation	II Word Usage	III Content Development	IV Writing Mechanics	
Score	% Students	% of Students	% of Students	% of Students	
4 (high)	15	13	12	14	Grade 7
3	51	59	55	45	
2	24	23	30	30	
1 (low)	9	4	3	11	
4 (high)	14	13	13	11	Grade 10
3	52	60	64	44	
2	24	22	21	32	
1 (low)	9	4	2	14	

The MAT-6 Writing Test scores reveal performance levels for the 1989 seventh- and tenth-grade students that are proportionately similar to those earned in preceding groups of the same grade level. Similar scores from the past three years' administration of the MAT-6 Writing Test reveal that both seventh-grade and all three tenth-grade groups performed at levels which exceed the "national average." However, our tenth-grade students' average scores reveal performance levels that are higher than those of the seventh-grade students in comparison with national norms.

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Appendix H: *Supplement to the Norms and Technical Booklet* (The Psychological Corportion, 1989)

SUMMARY REPORT FOR THE OKLAHOMA SCHOOL TESTING PROGRAM

WRITING ASSESSMENT COMPONENT--1989

I. Introduction

During the school 1986-87, the Writing Assessment Component of the Oklahoma School Testing Program (OSTP) was implemented in public schools throughout the state. Within this program, a standardized, norm-referenced direct writing test was administered to Oklahoma's tenth-grade students.

The instrument utilized in the Writing Assessment Component of the OSTP was the *MAT-6 Writing Test* (The Psychological Corporation, 1986). Designed to measure students' actual writing skills in the narrative and/or descriptive modes, this test yielded data which indicated overall writing proficiency levels as well as strengths and deficiencies in specific skills.

Appropriate use of these data in the public schools provides the vehicle with which to fulfill the purpose of the Writing Assessment Component--that of improving instructional programs throughout the state. To aid all public school personnel in utilizing test data in this manner, the State Department of Education conducts inservice training on analysis, interpretation, and application of test scores to improve programs at the individual student, class, building, and district levels.

The Writing Assessment Component of the OSTP was expanded in 1987-88 to measure the writing skills of seventh as well as tenth grade students. Appropriate forms and levels of the *MAT-6 Writing Test* (The Psychological Corporation, 1987) were administered during February 1988. Based on the intent stated in Oklahoma House Bill 1110 (1987), the program was continued to include a direct writing assessment for 7th and 10th grade students during the 1988-89 school year.

The following report describes the inception, implementation procedures, assessment instruments, and results of this program. District level data are reported for the 1988-89 assessment, and state level data are provided for the writing assessments conducted in 1987 through 1989. In addition, guidelines are provided for analysis and interpretation of the test results.

A. Inception of the OSTP and the Writing Assessment Component: Legislation

Oklahoma House Bill 1480, enacted in 1984, required the State Department of Education to develop a plan for statewide assessment of student achievement in the basic skills. This plan was submitted to the Legislature on January 1, 1985. In 1985, the Oklahoma School Testing Program Act (§ 1210.505 through 1210.511 of Title 70 of the Oklahoma Statutes) mandated the administration of a standardized, norm-referenced achievement test to students in grades 3, 7, and 10 (House Bill 1466). The subject and skill areas measured in this assessment include reading, language arts, mathematics, science, and social studies. Data resulting from the OSTP were reported to the Oklahoma Legislature and the State Board of Education on May 29, 1986.

The Oklahoma School Testing Program Act further required the state Department of Education to submit a plan for administering a direct writing assessment to Oklahoma's public school students. Submitted to the Oklahoma Legislature on January 1, 1986, this plan addressed (1) definitions of the various components of the writing assessment; (2) estimated costs; (3) timelines and procedures for implementation; (4) suggested tests to be utilized to provide consistent data; (5) reporting procedures; and (6) anticipated benefits to be achieved through the program.

Oklahoma Senate Bill 426 (1986) created the Writing Assessment Component of the OSTP, mandating that a standardized, norm-referenced direct writing test be administered to tenth-grade students during the 1986-87 school year. This law further stated that, based on

the availability of funds, the program would be expanded in 1987-88 to include grade 7 and expanded again in 1988-89 to include grade 3.

Based on Senate Bill 426, the purpose of the writing assessment is to obtain a measure of students' actual writing performance; its function is to achieve improvement in the state public education system. Furthermore, "the State Board of Education shall seek to ensure that data yielded from the test is utilized at the school district level to prescribe skill reinforcement and/or remediation by requiring school districts to develop and implement a specific program of improvement based on the test results" (70 O.S. Supp., § 1210.508). In addition, this bill stated that "the State Department of Education shall provide inservice training for local school personnel who administer the test."

The legislation required that reports of test results be provided to local school districts by the contracting test company. Individualized results of the test "shall be made available by the local school district to the classroom teachers in the area tested" ...and "the Department will provide test results to appropriate public officials as required by law."

Oklahoma House Bill 1110 (1987) expanded the Writing Assessment Component of the OSTP--with the same requirements--to include administration of a direct writing test to both seventh- and tenth-grade students.

Senate Bill 426 and House Bill 1110 further stated that students who have Individualized Education Plans (IEP) pursuant to Public Law 94-142 shall not be required to participate in the Oklahoma School Testing Program. Due to effects of Federal Law (Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 706, regarding the prevention of discrimination against the handicapped), the State Department of Education issued the following message to all public school superintendents to clarify the procedure to follow in testing students with IEPs:

"Based on Oklahoma Law, students who have Individualized Education Plans (IEP) pursuant to Public Law 94-142 shall not be required to participate in the Oklahoma School Testing Program. However, the right of these students to participate in the OSTP cannot be denied. Parents must be given the opportunity to sign a form indicating their desire to have their children take the tests. The form to be used this year is the 'IEP Program SDE Form 9' which is employed during the IEP Conference with parents. Please make sure that parents respond to the question on this form regarding their children's participation in the OSTP."

In July 1987, the State Board of Education adopted a set of Regulations for the Oklahoma School Testing Program (see Appendix A). Within these regulations, students who were considered as Limited English Proficient (LEP) could be exempted from participating in the testing program. Such exemptions--exercised at local district option--were allowable (1) for students who had been counted as LEP for accreditation reporting purposes; and (2) with written parental permission.

B. Combining Assessment Methodologies in the OSTP

Two methods are available to measure writing and related skills--indirect and direct. Implementation of the Writing Assessment Component benefits teachers and students by providing data from both kinds of measurement.

Indirect measurement is conducted through the administration of multiple-choice test items which consist of correct and incorrect optional answers illustrating the application of writing-related skills (e.g., word usage, sentence structure, punctuation, capitalization, grammar, and spelling). In such an assessment, the student must read the test item, decide which of the options is correct, and mark a machine-scoreable answer blank to indicate his or her choice. The resulting scores do not indicate the student's ability to write; instead, indicated is the student's ability to apply knowledge of writing-related skills to printed sentences

and phrases and choose the correct option. Students' strengths and deficiencies in skill knowledge/application are indicated by the number of correct choices made in the measurement of each skill. Such data are gathered on the MAT-6 Language Test administered as part of the OSTP.

Direct writing assessment is conducted through the provision of a stimulus or prompt to which the student responds by writing a story, description, or other form of discourse designed to address the topic suggested by the prompt. Students' compositions are rated by professional graders. Rating of students' papers is based on predetermined criteria which represent specific writing skills and the level with which each is applied in the discourse. The direct assessment, therefore, provides an illustration of the student's actual ability to express his or her thoughts while demonstrating writing skills.

The major purpose of the OSTP is to provide data with which to determine the status of students' skill achievement levels. Its function is "to improve all phases of the state public educational system" (House Bill 1466). It is believed that tandem use of results from both components of the OSTP will ultimately function to increase the potential for improvement in public school writing programs.

C. Use of the Standardized Writing Assessment Instrument: Benefits and Limitations

A standardized writing test is one which has been constructed in accordance with detailed specifications as to kind and difficulty of prompt, time limits needed to complete the written response, and criteria utilized for scoring. In developing such tests, prompts are carefully constructed, field-tested with random samplings of students nationwide, and determined to be appropriate in difficulty and discriminating power. The data resulting from standardization of such tests are used to establish a national "norm" or average against which students' scores at the individual, class, building, and state levels can be compared. Analysis of test data at each of these levels reveal strengths

and deficiencies in students' skills, thus providing a basis for planning instructional improvement as applied to individuals as well as groups.

1. Benefits

The benefits derived from use of the standardized writing test include the following:

- A special phenomenon transpires in communities and schools when use of standardized tests expands from the local, district-controlled level to that of statewide assessment. In regard to writing skills--the last of the "basic skills" to be assessed with standardized instruments--there is a renewed interest in (a) the skills being assessed; (b) the status of students' writing performance levels; (c) the need and desire for improvement; and (d) the methodology needed to achieve desired instructional goals. This interest--pursued with positive action--results in renewed motivation of teachers and students, more appropriate instruction at all relevant grade levels, initiation of interim evaluation at the classroom level, and subsequent progress achieved with improvement of students' skills.

- The standardized writing test is administered within a timed, impromtu-writing format, thus providing an estimate of the student's ability to organize and record thoughts in response to a specific stimulus. Considered as one of the "survival" skills, impromptu-writing is applied in many situations throughout an individual's life. Such applications include written class assignments for which time is limited; teacher-constructed essay tests; job applications which require a timed impromptu autobiography, discussion of job-related goals, and/or description of leisure-time pursuits; and the on-the-job creation of correspondence, reports, and other business communications. Use of the standardized writing test and its results can reawaken the educator's awareness of the student's need for success in such realistic applications. Reorientation to this factor often

encourages educators to refocus instructional programs on students' specific skill needs, thus increasing the potential for long-range program improvement.

- Use of the standardized writing test encourages educators to provide test-preparation sessions for students--a factor which helps individuals become more comfortable with test-taking. As teachers (a) help students learn to budget time; (b) counsel individuals privately on test results and their meaning for current needs and future success; and (c) reassure students through sharing progress reports periodically, each is motivated to take ownership in the testing situation and its outcomes. As students assume greater responsibility for their own learning, their efforts to improve the quality of their performance begin to increase--a factor which contributes to comfortableness in the testing situation.

2. Limitations

Due to the structure of the standardized test and the specifications within which each is constructed, administered, and scored, there are certain limitations which need to be considered in the analysis and use of resulting data:

- Standardized test results represent estimates of the student's demonstrable achievement level only at the time the test was given and for a few weeks thereafter. With the passage of time, accumulation of additional knowledge, and practice in writing, students' test scores can improve to a measurable degree. Therefore, neither individual students, school buildings, nor school districts should be labeled nor judged on a single test administration.

- Failure to control certain necessary standardized test conditions can yield invalid results. Conditions which need to be controlled during test administration include (a) physical environment (room temperature, lighting, noise level, and overcrowding of students); (b) emotional environment (diminishing test anxiety and motivating

students through positive attitudes on the part of parents, teachers, and school administrators); and (c) test administration procedures (giving directions accurately, observing strict timing of tests, and monitoring students' test-taking behaviors). Appropriate precautions regarding the control of all conditions mentioned above are discussed in the Pre-test Inservice Training Sessions (and manual) provided for all test administrators prior to testing.

- It is neither equitable, meaningful, nor appropriate to compare the performance of individual schools nor school districts with one another without considering certain demographic factors which are known to exert influence on test results (Jenks, 1972; White, 1976). These factors include socioeconomic level of the community, median income, and median educational levels of community members. In addition, where small numbers of children are tested, the abilities of one or two students can affect the average score of any grade level of students in that district. Furthermore, the transient nature of our society can have an effect on the overall performance level of the school district.

  In general, the higher the socioeconomic level of the community, the greater the median income (factors which correlate with educational level); and the higher the median educational level of the community is, the more likely the students in that school district are to score higher on tests.

  The test data contained in this report could not be treated statistically to equalize the effects of those factors listed above. Under these conditions, it is both meaningless and inappropriate to compare the performance of students in specific schools or school districts to determine the effects of instructional programs.

- Knowledge of test-taking skills can enhance the student's ability to perform on standardized tests. Such skills affecting the direct writing assessment include practice in responding to a writing prompt under timed conditions, learning to organize the response

before beginning to write, and editing/revising a piece of discourse either during the writing or immediately afterward.

Current instructional theory advocates the use of the "process-writing" approach (motivation, rough draft, revision/editing, and publishing). However, current test theory employs the timed impromptu writing method. The student's ability to perform well under timed impromptu conditions is largely dependent on the degree to which he or she has internalized direct application of the writing "process."

To counteract the effects of this "conflict of instructional and test theory" limitation, teachers are encouraged to base daily instruction on the "process-writing" method, intensifying such instruction to the point of internalization by students. In addition, teachers are encouraged to provide frequent practice for students in prompt-initiated, timed impromptu writing sessions. The use of such methods--coupled with encouragement of an "ownership" attitude in students regarding writing practice and writing assessment--should serve to increase students' writing proficiencies.

II. Implementation and Maintenance Procedures (1986-1989)

A. Program Objectives

Objectives for accomplishing the successful implementation of the Writing Assessment Component included the following:

- To obtain a test which would meet the specifications outlined by Senate Bill 426.
- To provide a system whereby tests would remain secure.
- To provide pre-test inservice training for all test administrators as outlined in the law.

- To provide a system for dissemination and return of test materials.

- To provide a system for rating students' compositions--one which would yield both normative data as well as data with which students' specific skill strengths and deficiencies could be determined--and for reporting of results to local schools.

- To analyze, interpret, and report statewide results to the State Board of Education and the Legislature.

- To provide post-test inservice training on the interpretation and use of test results at the local school level.

- To aid schools in incorporating the use of test scores in their Four-Year School Improvement Plans.

The procedures utilized to accomplish these objectives are described in the following section.

B. Obtaining a Standardized, Norm-Referenced Writing Assessment Test (1986)

- In compliance with Oklahoma Law, a Request for Proposals was developed and released to test publishers nationwide on August 26, 1986. This document provided a full description of the review and selection process to be employed; the major products and services for which bids were being requested; timelines for delivery of materials and services; scoring systems which would provide the kind of data needed to enhance instructional improvement; and all other attachments required by law.

- A "mandatory attendance" Pre-Bid Conference was held on September 3, 1986. All bidders' questions received prior to this conference and the Department's responses were submitted in writing to participants in this conference. All requirements of the Writing Assessment Component of the OSTP were discussed and

bidders were allowed to clarify any misconceptions regarding bid requirements.

- The Test Review Process was designed to obtain an objective evaluation of all companies' bids for products and services in terms of the manner in which (1) the tests would meet the requirements of the law; (2) the scoring criteria and procedures would meet both the requirements of the law as well as the needs of the program; (3) the companies could meet the quality, quantity, and time requirements involved in training state department staff and provision of materials needed for pre- and post-test inservice sessions; and (4) the reporting procedures and formats could be customized to meet the subsequent need for use in improving instructional programs.

Evaluation forms consisting of more than 100 criteria were developed for use in judging the appropriateness of products and services bid by companies. One form was completed by each reviewer to indicate his or her evaluation of each of the two sets of proposals and test instruments submitted.

Thirty (30) high school composition teachers, counselors, school administrators, testing experts from public schools, and university professors having expertise in either tests and measurements or writing instruction served as the evaluation committee. During the evaluation process, committee members spent 2½ hours studying the proposals and tests bid, after which company representatives conducted 90-minute presentations, answering all questions raised by reviewers.

One of the major factors the review committee was asked to consider was the degree to which the tests submitted by bidders measured Oklahoma's Suggested Learner Outcomes (SLO) for tenth-grade composition. Considered as equally important was the degree to which scoring criteria and techniques would be able to (1) reflect measurement of the SLOs, and (2) provide information with which teachers could determine and remediate students' specific writing skill deficiencies. (Section III-C of this report [Figures 2 & 3, page 21-22] describes the

match of measurement techniques with Oklahoma's SLOs and the manner in which such techniques produce results which relate to each of the measurable Learner Outcomes. Section III-B of this report describes the specific scoring criteria used to rate Oklahoma's students' compositions [holistic scoring, page 16; analytic scoring, page 17].)

Responses on the evaluation forms were tallied, revealing the committee's recommendation to utilize the *MAT-6 Writing Test* (The Psychological Corporation, 1986) in Oklahoma's Writing Assessment Program. This recommendation was submitted to and approved by the State Board of Education on October 23, 1986.

C. Providing Awareness and Instruction for Local School Personnel (1986-89)

- Announcements of legislation regarding the implementation and maintenance of the Writing Assessment Component of the OSTP were accomplished through notices placed in the *Superintendent's Newsletter* and the *Educator* early in the Fall semesters. Such notices delineated the legislation and its intent; described the kind of test which would be administered; announced test dates and the options offered to school superintendents for choosing from available dates; specified the population to be tested and provided guidelines for testing Limited English Proficient (LEP) students and those with Individualized Education Plans (IEP); and announced the Department's plan for offering pre-test inservice training for all schools.

- A letter from the State Superintendent of Public Instruction was distributed to all school superintendents early in the Fall semester each year. Test dates and procedures were again delineated. Accompanying this letter in 1988 were (1) a survey to obtain data on number of students to be tested, number of test administrators, names of building and district test coordinators, and proposed test dates for each school district; and (2) a copy of the OSTP

Regulations (see Appendix A: Regulations for the Oklahoma School Testing Program).

- Pre-test inservice training sessions were conducted for all school districts during January and early February each year. Topics for instruction included (1) description of the program; (2) implementation procedures and policies; (3) specification of test environmental conditions necessary to maintaining test validity; (4) test administration procedures; (5) scoring procedures and criteria; (6) descriptions of report formats; and (7) procedures for handling test materials (inventory, distribution, coding, packaging, mailing, etc.). All inservice participants received a pre-test manual authored by personnel at The Psychological Corporation based on State Department of Education specifications. Included in this manual were specific instructions for building and district test coordinators and test administrators.

D. Providing Materials and Services

Test materials were distributed to school superintendents from The Psychological Corporation by January 17-20 each year. Such materials included test booklets, teachers' manuals for test administration, and parent pre-test folders. Distributed to each school district at the same time were district test coordinators' kits containing all materials and instruction for packaging and return of materials to The Psychological Corporation and Measurement, Incorporated.

E. Administering the Tests

Tests were administered on one of the last three Tuesdays, Wednesdays, or Thursdays in February, based on each local school superintendent's choice of dates. Students' test booklets and other materials were to have been returned to the test and scoring companies immediately following administration of the tests.

F. Scoring and Reporting

- Students' papers were hand-scored by professional raters at Measurement, Incorporated--the company which scored students' compositions resulting from the national norming of the tests. Part II, Chapter 4 (pages 26-28) of the *Manual for Interpreting* (see Appendix G) describe the procedures used to train raters and score Oklahoma's papers.

- Results of the tests were distributed to school superintendents during April 25-30. Part III, Chapters 1 and 2 (page 33-40) describe the reporting procedures and provide examples of report formats.

III. Description of Materials and Services

A. The *MAT-6 Writing Test* and its Administration

The *MAT-6 Writing Test* is unique in that it is the first direct writing assessment instrument to be nationally normed. The format focuses on the provision of a combination pictorial and verbal prompt--both of which are printed on the student's test folder. In addition to these prompts, the test folder contains two pages of lined paper on which the student is to write his or her response to the prompts.

The picture prompt focuses on a scene which relates to a common situation which a given age level of students could have or is likely to have experienced. This prompt is accompanied by the following directions which are both read to and by the students. "Here is a picture about (description of the scene). Write a story about the picture. Tell what is happening and what might happen next." (A sample prompt is provided in Appendix B of this report.)

After giving directions and reading the verbal prompt aloud to students, the teacher informs students that they will be allowed 20 minutes to complete their respective stories. At the end of this time, students must turn in their papers to the teacher.

Standardization procedures call for students to begin the testing session with at least two sharpened, #2 pencils with erasers. Students are not allowed to have extra paper on their desks when the test begins. As students fill the two pages of lined paper with writing, they may raise their hands to indicate the need for additional paper. The teacher is allowed to supply additional paper only at this point in the test situation.

The Psychological Corporation describes the measurement procedures and purpose of the *MAT-6 Writing Test* in the following manner (*Manual for Interpreting*, pages 9-15, Appendix G): "The *MAT-6 Writing Test* measures writing skills in what is variously called a 'free writing,' 'essay writing,' or 'direct assessment' mode. That is, students actually produce a piece of writing in response to a given stimulus. This piece of writing is then judged, by trained raters operating with agreed upon principles, for its merit."

"The type of writing called for in the *MAT-6 Writing Test* is best classified as narrative/descriptive, according to some of the commonly used classifications. . . . .This type of topic (discourse) may be distinguished from expository or argumentative writing, in which the person is asked to take a position or develop a theme."

"The test is intended to be used for purposes of evaluating, in a standardized way, the writing skill of individual students and groups of students both with respect to present status and progress over time. Such assessment is intended to be an aid in instructional planning for the individual student and for curricular analysis. In these respects, the Writing Test shares the purposes of most standardized tests."

B. Scoring Criteria Used in the Oklahoma Writing Assessment

To satisfy the needs of the Oklahoma Writing Assessment program as described in the Request for Proposals, two types of scoring were applied to evaluating students' compositions: holistic and analytic.

Definitions of scoring types and the criteria used in each are described below (*OSTP Manual for Interpreting*, The Psychological Corporation, 1989):

- "The holistic method is one of several approaches to the systematic analysis, scoring, or rating of free writing. In the holistic method, the scorer makes a single, overall judgment of the quality of the writing sample. The judgment is based on the overall impact made by the writing, taking into account all factors relevant to good writing (except penmanship--which should be completely disregarded). Factors which usually enter into the definition of good writing include capitalization and punctuation, aptness of word choice, grammar, organization, spelling, sentence structure, and imagination. No single factor should receive undue weight, but all should be taken into account in forming a single judgment about the overall quality of the writing sample. The scorer reads an essay or story attentively but not laboriously and immediately makes a rating. No corrections or other marks are made on the paper which has been rated."

The holistic score scale used in rating Oklahoma's papers is based on a range of from one through eight, with one representing the "low" end of the scale. Since two separate holistic ratings are conducted with each paper, the combined raw score ranges from two through sixteen, with sixteen being the highest possible score a student can earn. The criteria used in the holistic scoring of Oklahoma's papers are defined as follows: (*Manual for Interpreting*, page 22).

"**High-Rated Papers.** Highly rated papers--ones with individual ratings of 7 or 8, combined ratings in the 14-16 range--are well organized, with a discernible beginning, middle, and end. The writer uses complete sentences, often varying the sentence structure. There are only occasional, if any, mistakes in spelling and other mechanical matters. Very often the paper shows a high degree of creativity, or takes an unusual approach to the topic. Especially fitting words and phrases, and specific references to names and numbers, add flavor to the writing.

High-Middle Papers. Papers which are rated above the middle of the scale but not at the high end--individual ratings of 5 or 6, combined ratings in the 10-13 range--usually show reasonably good development of the topic or story. These papers will often have some mechanical errors, e.g., in spelling, punctuation, capitalization, enough to be mildly irritating; but not so many as to interfere with the flow of the paper. If there is an especially creative approach to the topic, it is usually detracted from by mechanical problems. On the other hand, papers in this range may be mechanically quite flawless but very bland in approach and word choice.

Low-Middle Papers. Papers rated below the middle of the scale but not at the lowest levels--individual ratings of 3 or 4, combined ratings in the 5-9 range--usually have significant mechanical problems, e.g., frequent misspellings, subject-verb disagreements, etc., although the reader can still follow the story line. The papers are usually fairly short, but some evidence of the topical development is displayed. Creative approaches are not typical at this level. Paragraphing is not well developed, being either almost completely lacking or in the one sentence per paragraph stage.

Low-Rated Papers. Papers with very low ratings--individual ratings of 1 or 2, combined ratings in the 2-4 range--are often very short, perhaps only a few lines or sentences. Generally, mechanical errors are rampant. The paper may be incoherent or contain little meaning beyond the most elementary references to the topic at hand."

- "Analytic scoring is a method of evaluation in which the rater makes a separate judgment on a various number of features, providing a more comprehensive picture of writing performance. In the scoring of the *MAT-6 Writing Test*, this method is applied after the holistic method of scoring. For the analytic scoring, only one reader makes the rating, and that reader's scores are recorded...." (*Manual for Interpreting*, page 24.)

"Number of Features. In the analytic scoring of the *MAT-6 Writing Test*, four features of writing are rated:

SENTENCE FORMATION--correctness of structure, variety of syntax and sentence length, etc.

WORD USAGE--appropriate vocabulary, use of transitional words and phrases, subject-verb agreement, etc.

CONTENT DEVELOPMENT--logical organization, support of main ideas, creativity, etc.

MECHANICS--punctuation, capitalization, and spelling."

"These four features were chosen because they include the components most often considered when judging the quality of writing."

"A four-point score scale is applied to each analytic feature of the *MAT-6 Writing Test*. For the most part, a 4, the highest score, means that the composition is error-free (or essentially so) on the analytic feature, or demonstrates the feature to a very positive extent. Conversely, a 1, the lowest score, is assigned to a paper that is error-laden, or demonstrates very little of the feature. Scores of 2 and 3 represent compositions somewhere between two extremes....The scores on the four analytic features are not totaled to equal the holistic score. The analytic and holistic scores are completely separate scores." The analytic score points are defined more fully in Figure 1 (page 19).

FIGURE 1
Analytic Scoring Guidelines

Area I--SENTENCE FORMATION

4 Controlled and varied sentence structure. Few, if any, sentence formation errors.

3 Basically adequate sentence structure with little variety in length and form. Few sentence formation errors.

2 Some errors in sentence formation.

1 Frequent and/or serious errors in sentence formation.

Area II--WORD USAGE

4 Vocabulary carefully and imaginatively used. Few, if any, errors in grammar.

3 Vocabulary acceptable and appropriate, but somewhat simplistic. A few errors in grammar.

2 Appropriate, but limited vocabulary. Some errors in grammar.

1 Vocabulary limited and at times incorrect or unsuitable. Frequent and/or serious errors in grammar.

Area III--CONTENT DEVELOPMENT

4 Well-planned content. Clearly elaborated, well-organized, controlled details.

3 Several clear and specific details, with a few problems in either organization or development.

2 Vague and sketchy details, often poorly organized. Problems with repetition of ideas and lack of unity.

1 Weak ideas and random thoughts, poorly planned. Few details included in a very brief response.

Area IV--WRITING MECHANICS

4 No errors in mechanics, or few errors with some attempt at advanced techniques.

3 Few errors in mechanics; little risk-taking.

2 Many errors in mechanics.

1 Frequent and/or serious errors in mechanics, interfering with communication.

C. The Match with Oklahoma's Suggested Learner Outcomes

As was stated previously, one of the major criteria used in selecting an instrument for the Writing Assessment Component of the OSTP was the manner in which the test measured Oklahoma's Suggested Learner Outcomes (SLO) for composition. Figures 2 and 3 (pages 21-22) illustrate the match of SLOs in the following manner:

- Each Suggested Learner Outcome is given in its full text as worded in the SLO Guide. Codes in the extreme left column match the coding of each outcome within the SLO Guide.

- Listed in the column labeled "HOLISTIC" are indications of whether or not each SLO is measured by the holistic grading procedure described on pages 16-17 of this report. "Yes" indicates that the SLO was measured; "NA" indicates that the SLO could not be measured by this method.

- Listed in the column labeled "ANALYTIC" are indications of whether or not each SLO is measured by the analytic grading procedure described on pages 17-19 of this report. "Yes" indicates that the SLO was measured by this method; "NA" indicates that measurement of a given SLO was not applicable.

- Provided in the extreme right column of Figures 2 and 3 is an explanation regarding the manner in which measurement of a given SLO is addressed by each of the rating methods.

Figure 2 (page 21) lists the SLOs for Composition in grade seven. Figure 3 (page 22) addresses the SLOs for Composition in grade ten.

FIGURE 2

CORRELATION OF OKLAHOMA'S SUGGESTED LEARNER OUTCOMES FOR COMPOSITION AT GRADE SEVEN WITH THE MAT-6 WRITING TEST

CODE	SUGGESTED LEARNER OUTCOME	HOLISTIC	ANALYTIC	EXPLANATION
C007.4	The student will use expression in dialogue, poetry, tall tales, science fiction, fables, myths, essays, reports, letters, short stories, songs, or ballads.	Yes	Yes	The *MAT-6 Writing Test* prompts elicit descriptive/narrative writing. Most students respond to the prompt by writing stories, many of which include the use of dialogue. The holistic scoring method takes into account all factors relevant to good writing. In addition, the analytic raters take into consideration the punctuation of dialogue when rating the sample for Writing Mechanics, and they take into consideration the development of the story when rating the sample for Content Development.
C007.5	The student will develop a paragraph using a pre-writing, writing, revising, and editing process.	Yes	Yes	The *MAT-6 Writing Test* is an assessment of impromptu writing; however, students who have been trained to go through the steps of a writing process usually are capable of internalizing many of the steps in the process when given a timed writing assignment. Furthermore, the holistic and analytic raters of the test see evidence of this process of writing by the students' papers which contain some editing and revision.
C007.6	The student will paraphrase information from written and oral materials.	Yes	Yes	Student responding to the *MAT-6 Writing Tests* prompts interpret the information presented in the prompt and write about their own understanding of what is happening in the picture. The holistic raters consider all aspects of the student's written interpretation of the prompt and the analytic raters look more closely at the student's ability to put the message into his or her own words when rating Sentence Formation, Word Usage, and Content Development.
C007.7	.The student will take notes from written, oral, and other forms of media.	NA	NA	

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Figure 3

CORRELATION OF OKLAHOMA'S SUGGESTED LEARNER OUTCOMES FOR COMPOSITION AT GRADE TEN WITH THE MAT-6 WRITING TEST

CODE	SUGGESTED LEARNER OUTCOME	HOLISTIC	ANALYTIC	EXPLANATION
C010.1	The student will recognize the characteristics of all four types of essays: narrative, descriptive, expository, and argumentative.	NA	NA	
C010.2	The student will then write informal essays.	Yes	Yes	The *MAT-6 Writing Test* is a direct method of writing assessment which tests the student's ability to write informal essays.
C010.3	The student will expand paragraph writing skill to include various organizational skills: spatial, cause and effect, classification, and induction.	Yes	Yes	One universal quality of good writing is logical organization, whether it be spatial, cause and effect, classification, deduction, induction, or any other organizational method. When an essay is holistically scored, the raters are trained to consider logical development, as well as other factors of good writing, when assigning a score. In addition, development--the student's ability to logically organize his or her essay or paragraph--is one of the specific features that receives a separate analytic score.
C010.4	The student will use parallel structures and transitional devices (i.e., words, sentences, phrases) in written work.	Yes	Yes	Other qualities considered essential to good writing are effective sentence structure (parallel structure, subject-verb agreement, variety of sentence formation and length, etc.) and proper word choice (appropriate vocabulary, use of transitional words and phrases, etc.). Since these are features that help to make a paragraph or essay effective on the whole, they are considered by the raters during holistic scoring and analyzed separately and more closely during the analytic scoring of Sentence Formation and Word Usage.
C010.5	The student will write a short report documented with a bibliography which requires use of three sources found in the library.	NA	NA	
C010.6	The student will revise and edit paragraphs, essays, and other written materials specifically eliminating errors in grammar, punctuation, spelling, semantics, and syntax.	Yes	Yes	As part of the composing process, editing and revising often take place as a writer writes. Evidence of the choices made by the writer in his attempt to eliminate errors in grammar, punctuation, spelling, semantics, and syntax can be seen by the raters who score the MAT-6 Writing Test. The holistic scoring procedure holds the writer accountable (within reason) for making these changes to eliminate errors. In addition, the analytic features of Mechanics, Word Usage, and Sentence Formation allow for a more careful analysis and rating of each.
C010.7	The student will write effective responses to essay test questions (i.e., restate the question, mention author and title of work, and use concrete details).	NA	NA	
C010.8	The student will write a composition using an introductory paragraph.	Yes	Yes	Effective paragraph and essay writing using any of the rhetorical modes requires the writer to include a logical beginning, middle, and end. For this reason, use of an introductory paragraph is a universal feature of good writing that is automatically considered by the holistic scorers reading each essay. Further, this characteristic is more closely considered by analytic scorers when they rate the Content Development feature of the essay.

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IV. Interpretation and Use of the Data

A. Understanding the Comparison of Holistic Scores with National Norms

Oklahoma's group scores are reported in terms of the AVERAGE score for a specific group of students (i.e., building, district, or state). The holistic scores are converted to national norms (e.g., national percentile ranks, stanines, and normal curve equivalents) to provide a comparison of our students' performance levels with those of the national norm group.

The national norm group is comprised of students who are randomly selected based on a scientific random sampling. The goal of such sampling is to achieve grade level groups each of which represents a cross-section of the United States in terms of a mixture of geographic areas, socioeconomic levels, ethnic groups, urban/rural locations, and other differences existing among school districts.

The norming (standardization) process involves the administration of appropriate levels of the tests to students at each grade level in the national norm group. Each group's average raw score on a given test at a particular grade level becomes the "norm" with which performance of individuals or groups of students in the same grades can be compared. (Example: the average raw score of students in the national norm group is represented by the 50th percentile rank, the 50th NCE, or a stanine of 5 on a particular test. If Oklahoma students score a percentile rank of 60 on a particular test, our students are said to be performing well above the national norm. Interpretation: our average student performed at a level equal to or better than 60% of the students who comprised the national norm group.)

All prompts for Form L of the MAT-6 Writing Test were normed through the process described above. The prompt administered to Oklahoma's tenth-grade students in 1987 was from the Form L series. Those prompts administered to the state's 1988 seventh- and tenth-grade students were from the series known as Form B. To establish normative data and an accompanying comparability of results from administration of the two

forms (L and B), The Psychological Corporation conducted an equating study in the Spring of 1987 (see Appendix H for the description and results of this study). The norm scales resulting from this study were used to convert students' raw scores on Form B to percentile ranks, stanines, scaled scores, and normal curve equivalents. Tables 1 and 2 (pages 25 and 26) provide the conversion scales used for Form B, Level 2 (seventh-grade) and Form B, Level 3 (tenth-grade) in the Oklahoma Writing Assessment for 1989.

Oklahoma's tenth-grade students were administered a test that was designed for students in grades 10-12. The seventh-grade students were administered a test that was designed for use in grades 7-9. The fact that our students were at the "low end" of the grade level range at the time they were administered the tests does not affect their standings in relation to a comparison with national norms. The rationale for this statement is that our students' scores were compared only with scores of those students who were at the same grade placement as ours were at the time of testing.

National norms are available only for comparing students' holistic scores, as this scoring technique was the one used in establishing norms during the standardization study. The specific criteria used to apply the analytic scoring method to Oklahoma students' papers were customized for use in our program. This was accomplished to satisfy Oklahoma's request for data to use in (1) identifying students' needs in relation to writing skills, and (2) planning and implementing remedial programs to improve needed skills. Therefore, subsequent discussions of "norms" in this report have reference only to students' holistic score averages.

As was explained earlier in this report, two raters independently rated Oklahoma students' papers on a holistic scale of 1-8. If the scores given by two raters were more than two points apart from each other, a third rater graded the paper. Each of the original scores was then compared with the third score, and the two closest scores were added to yield the holistic raw score (provided that the two closest scores were no more than two points apart). Thus the range of possible holistic raw scores was 2-16 (see Tables 1 and 2 on pages 25 and 26).

TABLE 1

Percentile Ranks, Stanines, Normal Curve Equivalents, and Scaled Scores Corresponding to the Holistic Raw Scores for the *MAT-6 Writing Test*, Level 2, Form B, for Spring of Grade 7*

HOLISTIC RAW SCORES	PERCENTILE RANKS	STANINES	NORMAL CURVE EQUIVALENTS	SCALED SCORES
16	99	9	99.0	680
15	98	9	93.3	667
14	95	8	84.6	654
13	89	8	75.8	641
12	80	7	67.7	628
11	67	6	59.3	615
10	52	5	51.1	602
9	37	4	43.0	589
8	25	4	35.8	577
7	16	3	29.1	566
6	9	2	21.8	555
5	6	2	17.3	547
4	4	2	13.1	540
3	2	1	6.7	534
2	2	1	6.7	528

* Administered to Oklahoma's seventh-grade students in February 1989.

TABLE 2

Percentile Ranks, Stanines, Normal Curve Equivalents, and Scaled Scores Corresponding to the Holistic Raw Scores for the *MAT-6 Writing Test*, Level 3, Form B, for Spring of Grade 10*

HOLISTIC RAW SCORES	PERCENTILE RANKS	STANINES	NORMAL CURVE EQUIVALENTS	SCALED SCORES
16	99	9	99.0	710
15	99	9	99.0	694
14	98	9	93.3	678
13	95	8	84.6	662
12	87	7	73.7	646
11	73	6	62.9	630
10	56	5	53.2	614
9	40	5	44.7	601
8	26	4	36.5	588
7	17	3	29.9	578
6	9	2	21.8	568
5	5	2	15.4	558
4	3	1	10.4	550
3	2	1	6.7	542
2	1	1	1.0	534

* Administered to Oklahoma's tenth-grade students in February 1989.

These tables illustrate the effect of spreading a narrow range of scores (such as the holistic raw score scale of 2-16) over a larger range of scores (such as the percentile rank and normal curve equivalent score scales of 1-99). In applying such conversions to real scores, (using the percentile rank scale as an example), it becomes obvious that the small difference produced by earning one additional raw score point can make a large difference in the percentile rank increase--especially in the "middle" of the raw score range. For example, Table 1 illustrates that a holistic raw score of 10 converts to the 52nd percentile rank--a score that is two percentile points above the "average;" whereas a raw score of 11 converts to the 67th percentile rank--seventeen points above the "average." Such comparisons can result in producing differences in individuals' and/or groups' scores which appear to be greater than the one or two points' difference in raw scores would indicate if only the raw scores were considered. The effects of comparing such score conversions can therefore imply a greater difference in quality of student performance than may actually exist. To avoid the harmful effects of such distorted implications, we strongly recommend that viewers of test results refrain from comparing scores of individual students, buildings, and/or school districts.

B. Understanding the Analytic Scores and Guidelines for Use

As was described in Figure 1 (page 19), the Analytic Scoring Guidelines included four categories of writing skills to be considered: Sentence Formation, Word Usage, Content Development, and Writing Mechanics. Within each of these categories of skills were evaluation criteria representing four levels of student performance, with 4 being the highest level.

Analytic scores are reported (1) at the individual student level by his or her performance of 4, 3, 2, or 1 within each of the four categories of skills; and (2) at the group level by number and percent of students performing in the 4, 3, 2, and 1 performance levels within each skill category.

The purpose of the analytic scoring technique is to provide data which will aid the classroom teacher in determining students' strengths and deficiencies in each of the categories of skills being measured. These data, used in combination with other evidence gathered in regard to students' specific needs, will provide a focus for planning skill remediation programs for individuals and groups of students.

Guidelines for appropriate interpretation and use of analytic scores are listed as follows:

- Scores for four skill categories are provided (i.e., Sentence Formation, Word Usage, Content Development, and Writing Mechanics). During the analytic scoring of Oklahoma's papers, each category of skills was considered as independent of the others. Therefore, in their use, scores for the four categories are neither to be added to obtain a total score nor averaged to determine a mean analytic score.

- The user of analytic scores is advised to refrain from comparing either the individual student's or group's actual performance levels from one skill category to another. For example, performance on Sentence Formation should be judged separately to determine (1) the student's actual performance level; (2) the deficiencies in skills indicated by that performance level (i.e., the existing need); and (3) the instructional techniques, activities, and materials necessary to remediate the student's deficiencies.

  Failure to examine performance in each category separately could result in ignoring a child's need for remediation in a given skill area. This error--applied at the group instructional planning level--can result in overemphasis of remediation in one skill category at the expense of instruction in another.

- The holistic and analytic scoring techniques were not designed to produce high positive correlations (i.e., high holistic score/high analytic scores; or low holistic/low analytic) in regard to all four areas of analytic scoring. Based on results of the equating study conducted by The Psychological Corporation (Appendix H), scores on Area III-Content Development correlated to a moderate degree with holistic scores. This correlation on Form B, Level 2 (seventh grade) was .57; on Form B, Level 3 (tenth grade), the correlation was .47. Comparing holistic with analytic scores in Areas I, II, and IV with the expectation of finding either close matches or "causations" of skill performance levels will most often fail to produce the desired results.

  In viewing students' compositions, the concept of the "whole being greater than the sum of its parts" often becomes obvious. That is, a student can produce a composition which--considered as a whole--is judged to have merit and therefore receives a high holistic score (e.g., a paper that is on topic, complete with supporting details; has satisfactory organization of ideas and other good qualities). However, this paper may be lacking in "polish" in any one or more of the specific categories of skills considered separately in analytic scoring, thus receiving mediocre to low average marks within this set of scores.

  On the other hand, the reverse often happens. A student's paper may be mediocre in overall quality, thus receiving an average to below-average holistic score--and yet may exhibit correct use of grammar, writing mechanics (capitalization, punctuation, and spelling), sentence structure, vocabulary, and/or other skills considered separately in analytic scoring. As in the first example, a high positive correlation of the two kinds of scores is nonexistant.

  The intentional design to avoid the "high positive correlation" relationship of the analytic and holistic scoring results--once fully understood by the test data user--can aid in analyzing a student's individual writing skill needs. However, applied to group level results, comparisons of holistic with analytic scores--especially in Areas I, II, and IV--are inappropriate.

V. Summary of Results and Interpretation of the Data

A. Document Returns

Answer documents from 99% of school districts which serve seventh grade and 99.6% of districts which serve tenth grade students were returned for scoring. State norms were developed based on this return.

B. Number Enrolled Versus Number Tested

Not all of the students in grades 7 and 10 were tested due to the following factors:

- Students who have Individualized Education Plans (IEP) pursuant to Public Law 94-142 were eligible for exemption from OSTP participation (see page 4 of this report for a discussion of this issue). If all IEP students are exempted from participation in the OSTP, this number can constitute up to 10% of the total enrollment in any given school.
- Local school district option was offered in regard to testing students who are considered as Limited English Proficient (LEP--see page 4 and Appendix A of this report for a discussion of this issue). If all LEP students are exempted from participation in the OSTP, this number can constitute up to 2.4% of the total enrollment in any given school.
- Makeup tests were not given to students who were absent during the test administration. The average daily absence in Oklahoma schools is 5%.
- Student enrollment is reported in October each year.* These figures can decrease measurably by the time the tests are administered in February.

The differences existing in enrollment figures* as compared with number of students for whom test results are given in this report** are indicated as follows:

Grade Level	Student Enrollment Fall, 1988*	Number of Students Tested**	%of Student Enrollment Tested
7	41,397	35,881	87%
10	41,329	33,602	89%

*Source: State Department of Education Accreditation Reports--Fall 1988
**Source: Maximum number of students reported on the Master List of Test Results Summary.

C. Summary of State Level Results

Copies of state level reports will be found in Appendix D (Master List of Test Results Summary--State Averages) and Appendices E and F (List of Averages--District Level Scores). Each of these reports is printed in its entirety. The scores for 34 school districts in grade 7 and 4 districts in grade 10 were deleted from the List of Averages due to the testing of less than six students. This was done to protect the privacy of those students.

On the whole, the results indicate that Oklahoma's 7th and 10th grade students' writing skill performance levels were estimated to be above the national norm. Due to the irrelevance of comparing group level holistic and analytic scores, the summary and interpretation of these data are discussed categorically as follows:

1. Normative Data: Holistic Score Summary

The holistic score average for Oklahoma's 7th grade students who were administered the *MAT-6 Writing Test* was equivalent to a 54th national percentile rank. This means that the average 7th grade student in Oklahoma performed at a level which was equivalent to and/or better than 54% of the students in the national norm group.

The average holistic score for Oklahoma's 10th grade students was equivalent to the 78th national percentile rank. Thus, the average 10th grade student performed at a level that was equal to or better than 78% of the students in the national norm group.

Table 3 provides a comparison of national norms with Oklahoma students' performance at grades 7 and 10. These normative data--established for a Spring administration of Form L prompts for Level 2 (grade 7) and Level 3 (grade 10)--are linked with equivalent levels of Form B through the Equating Study conducted by The Psychological Corporation in 1987. A description of this Equating Study will be found in Appendix H. Additional normative information is provided in the *MAT-6 Writing Test Norms and Technical Information Booklet* (available from the State Department of Education).

Table 3

Comparison of Oklahoma Students' Performance with National Norms-1989

Type of Score	GRADE 7		GRADE 10	
	National Norm	Oklahoma's Performance	National Norm	Oklahoma's Performance
Scaled Score	600.00	603.4	609.00	635.5
Normal Curve Equivalent	50.00	52.2	50.00	66.5
Percentile Rank	50.00	54	50.00	78
Stanine	5.00	5	5.00	7

Table 4 illustrates the distribution of Oklahoma students' scores by providing the number and percent of students whose scores occurred in each quarter of the percentile rank scale. A comparison with national norms is offered to illustrate the difference in "average" performance and Oklahoma students' performance. (Appendix C--Percent of Scores Under the Normal Curve--illustrates the distribution of "average" group performance.)

Table 4
Comparison of Oklahoma Students' Performance in Each Quartile With That Expected Based on the Normal Curve

NATIONAL NORMS		OKLAHOMA STUDENTS' PERFORMANCE			
		Grade 7-1989		Grade 10-1989	
Percentile Rank	% of Scores	# of Scores	% of Scores	# of Scores	% of Scores
99 : 76	25%	9,054	25%	16,415	49%
75 : 51	25%	13,081	37%	11,691	35%
50 : 26	25%	5,498	15%	3,903	12%
25 : 1	25%	8,061	23%	1,485	4%

An analysis of the holistic scores indicates that the overall writing performance of Oklahoma's students appears to be at levels above the average. Our school administrators and teachers are to be commended on the provision of instructional programs which produce such results.

2. Analytic Score Summary

Figures 4 and 5 (pages 34 and 35) illustrate the performance levels of Oklahoma students within each of the categories of writing skills measured. Definitions of performance level criteria are provided for each skill category with corresponding percentages of students who scored in each of the respective performance levels.

It appears that the majority of students were able to demonstrate knowledge and use of basic writing skills as measured by the *MAT-6 Writing Test.* In all, 59%-72% of seventh grade students' compositions and 55%-77% of tenth grade students' compositions demonstrated capabilities within the two highest levels of performance in each of the skill categories.

Figure 4

STATE LEVEL RESULTS ON ANALYTIC SCORING CRITERIA
Grade 7--1989

Area I--SENTENCE FORMATION

Percentage of Students Scoring in each Category of Performance Levels

Definition of Performance Levels

4 Controlled and varied sentence structure. Few, if any, sentence formation errors.

3 Basically adequate sentence structure with little variety in length and form. Few sentence formation errors.

2 Some errors in sentence formation.

1 Frequent and/or serious errors in sentence formation.

Area II--WORD USAGE

Percentage of Students Scoring in each Category of Performance Levels

Definition of Performance Levels

4 Vocabulary carefully and imaginatively used. Few, if any, errors in grammar.

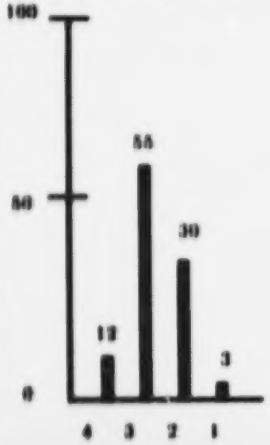
3 Vocabulary acceptable and appropriate, but somewhat simplistic. A few errors in grammar.

2 Appropriate, but limited vocabulary. Some errors in grammar.

1 Vocabulary limited and at times incorrect or unsuitable. Frequent and/or serious errors in grammar.

Area III--CONTENT DEVELOPMENT

Percentage of Students Scoring in each Category of Performance Levels



Definition of Performance Levels

4 Well-planned content. Clearly elaborated, well-organized, controlled details.

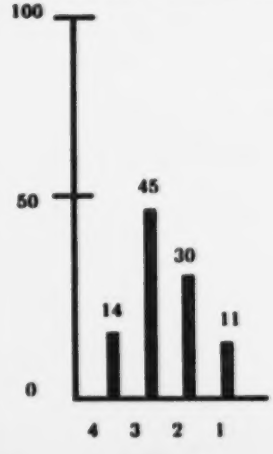
3 Several clear and specific details, with a few problems in either organization or development.

2 Vague and sketchy details, often poorly organized. Problems with repetition of ideas and lack of unity.

1 Weak ideas and random thoughts, poorly planned. Few details included in a very brief response.

Area IV--WRITING MECHANICS

Percentage of Students Scoring in each Category of Performance Levels



Definition of Performance Levels

4 No errors in mechanics, or few errors with some attempt at advanced techniques.

3 Few errors in mechanics; little risk taking.

2 Many errors in mechanics.

1 Frequent and/or serious errors in mechanics, interfering with communication.

43

44

Figure 5
STATE LEVEL RESULTS ON ANALYTIC SCORING CRITERIA
Grade 10--1988

Area I--SENTENCE FORMATION

Percentage of Students Scoring in each Category of Performance Levels

Definition of Performance Levels

4 Controlled and varied sentence structure. Few, if any, sentence formation errors.

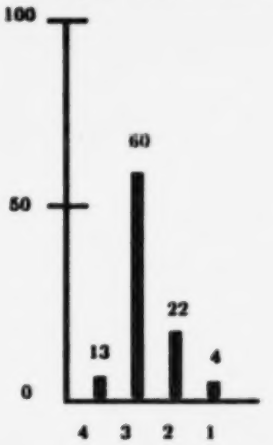
3 Basically adequate sentence structure with little variety in length and form. Few sentence formation errors.

2 Some errors in sentence formation.

1 Frequent and/or serious errors in sentence formation.

Area II--WORD USAGE

Percentage of Students Scoring in each Category of Performance Levels



Definition of Performance Levels

4 Vocabulary carefully and imaginatively used. Few, if any, errors in grammar.

3 Vocabulary acceptable and appropriate, but somewhat simplistic. A few errors in grammar.

2 Appropriate, but limited vocabulary. Some errors in grammar.

1 Vocabulary limited and at times incorrect or unsuitable. Frequent and/or serious errors in grammar.

Area III--CONTENT DEVELOPMENT

Percentage of Students Scoring in each Category of Performance Levels

Definition of Performance Levels

4 Well-planned content. Clearly elaborated, well-organized, controlled details.

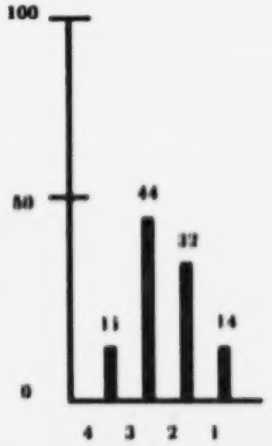
3 Several clear and specific details, with a few problems in either organization or development.

2 Vague and sketchy details, often poorly organized. Problems with repetition of ideas and lack of unity.

1 Weak ideas and random thoughts, poorly planned. Few details included in a very brief response.

Area IV--WRITING MECHANICS

Percentage of Students Scoring in each Category of Performance Levels



Definition of Performance Levels

4 No errors in mechanics, or few errors with some attempt at advanced techniques.

3 Few errors in mechanics, little risk taking.

2 Many errors in mechanics.

1 Frequent and/or serious errors in mechanics, interfering with communication.

The provision of analytic score data at the individual student level will indicate the writing skill area needing the greatest instructional focus and practice. Working together with the knowledge base provided by such data, parents and teachers can create opportunities for students to become more proficient writers.

At the classroom and building levels, such data can indicate areas of strength and deficiency in specific writing skill instruction based on the number and percent of students scoring at each of the performance levels within each of the skill categories. Such knowledge--put into practice--should serve to identify program needs and aid to provide a focus for fulfilling these needs.

D. Observations

It appears that, based on the results of the *MAT-6 Writing Test*, Oklahoma students were able to construct acceptable informal essays within the 20-minute time limit imposed during the test administration. Such performance calls for a set of skills that will be needed by students throughout the remainder of their productive lives. Student performance of this quality under timed conditions is a credit to the instructional programs within which such skills have been learned.

VI. Directions for the Future

Senate Bill 426 and House Bill 1110 call for use of the writing assessment data to improve instructional programs in schools throughout the state. The State Department of Education will provide a variety of services to aid with this process.

A. Post-Test Inservice Training Program

A post-test inservice training program will be offered throughout the 1989-90 school year for all teachers, building and district test coordinators, and school administrators serving secondary level students. Sessions conducted on-site in each school district will include the following topics:

- Interpretation of the Test Data Reports
- Analysis of Test Results to Determine Needed Changes (methodology)
- Specific Teaching Techniques and Activities for Remediation and Skill Reinforcement
- Aid in ways to present needed changes and innovations in the Four-Year School Improvement Plan

To prepare for this inservice program, The Psychological Corporation has developed materials which are customized to the specific needs of the Writing Assessment Component of the OSTP and the follow-up work which will take place at the local school level. Such publications include the *Manual for Interpreting* and additional inservice manuals which are designed to aid schools in using test data at the local level. These materials will be provided for each inservice participant.

B. Follow-up Services Provided for Schools

At the request of local school administrators, the Department will provide aid to schools based on the stated needs of each faculty. Since the implementation of the OSTP (Fall semester, 1985) the number of such requests has increased. It is anticipated that a similar interest in use of the *MAT-6 Writing Test* scores will be exhibited throughout the 1989-90 school year.

C. Continuation and Expansion of the Writing Assessment Component of the OSTP

Senate Bill 426 stated that, provided funds are available, the 3rd grade will be added to administration of tests within the Writing Assessment Component in future years. The Department welcomes the expansion of this program should it occur.

It takes many years to develop writing proficiency. It is believed that, by assessing writing skills at the elementary and junior high school levels, awareness, motivation, and incentive to improve writing skills will be enhanced for students as well as for educators. The earlier students begin writing informal essays, participating in statewide writing assessments, and practicing their writing skills on a daily basis, the more opportunities they will have to become proficient writers.

APPENDIX A

Regulations for the Oklahoma School Testing Program

REGULATIONS FOR THE
OKLAHOMA SCHOOL TESTING PROGRAM *
70 O.S. Supp 1985 § 1210.508 and 70 O.S. Supp. 1986 § 1210.510
(O.S. Law Sec. 786-788)

1. During the 1987-88 school year, all public school districts shall administer the achievement test battery to all students at grades 3, 7, and 10, and the writing assessment instrument to all students in grades 7 and 10.

   a. Students who have had Individualized Education Plans (IEP) pursuant to P.L. 94-142--and whose parents have indicated on the IEP Program SDE Form 9 a desire for their children to participate in statewide testing--shall be administered the tests adopted by the State Board of Education for the Oklahoma School Testing Program. These students' answer documents shall be included with those of other students tested when such test materials are returned to the appropriate company for scoring.

   b. Those students who have been determined to be limited English proficient (LEP) according to the definition found in the instructions for completing the State Department of Education Application for Accrediting**, may, at the discretion of the local district, be exempt from participating in the Oklahoma School Testing Program provided the following conditions have been met:

      1) The local district shall have on file record of having notified the LEP students' parents or legal guardians of the Oklahoma School Testing Program and giving the parents or legal guardians the option of requesting that their child be exempted from participating;

      2) For every LEP student exempted the local district shall have on file written permission for the exemption from the parents or legal guardians; and

* Source: Appendix G (pages 127-128) of the Administrators' Handbook for Elementary, Middle, Junior High and High Schools (1987-88)

** LIMITED ENGLISH PROFICIENCY refers to (a) individuals who were not born in the United States or whose native language is a language other than English; (b) individuals who come from environments where a language other than English is dominant, as further defined by the secretary by regulation; and (c) individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society. [P.L. 98-511; Sec. 703(a)(1)]

Note: Using the "Student Code" block of the Student Identification Form and a locally generated code known only to the school superintendent and his or her designee(s), the school district may achieve a separation of score averages for IEP students (or others, as desired) for LOCAL USE ONLY. Such separations of score averages will be done AT LOCAL SCHOOL DISTRICT EXPENSE and arranged through the test company holding the current contract for the Oklahoma School Testing Program. Special codes used to achieve score average separations for local use WILL APPEAR on all locally received Oklahoma School Testing Program reports except the Parent Report, but will NOT be used in the State Department of Education's reporting of (a) state level results, nor (b) school district results.

3) The total number of LEP students exempted by a local district must not exceed the number of LEP students reported on the district's Accreditation Application for the current school year.

2. School administrators or their designees shall share students' test scores with teachers and school counselors who are responsible for instruction and/or counseling with the specific students being tested.

3. School administrators or their designees shall distribute Parent Reports resulting from the Oklahoma School Testing Program to parents or legal guardians of all students who were administered the tests.

4. School administrators or their designees shall maintain security on tests administered under the auspices of the Oklahoma School Testing Program through following the procedures listed below:

   a. After conducting an inventory of all test materials, secure said documents until the appropriate time to distribute to test administrators.

   b. After administering the tests, mail all unused test materials to the testing company, using the packaging material and prepaid mailing labels supplied. These materials should be inventoried to account for all documents.

5. School administrators or their designee(s) shall encourage test administration procedures which replicate standardized testing conditions to preserve test validity. Such procedures are stated in the manuals for administering the tests.

6. To assure compliance with the law, results from the Oklahoma School Testing Program shall be incorporated into the Four-Year Plan for School Improvement.

7. School administrators or their designee(s) should send a minimum of one representative test administrator from each of grades 3, 7, and 10 to the Oklahoma School Testing Program Pretest and Post Test Inservice sessions. These representatives will report to the school administration after the inservice sessions, sharing all inservice materials and information gained.

8. Answer documents from all students tested shall be returned to the respective scoring services after completion of the test administration.

9. School administrators or their designee(s) shall cause the Oklahoma School Testing Program Pretest Survey to be completed and returned to the State Department of Education's Reading/Student Testing Section.

APPENDIX B

SAMPLE PROMPT FOR THE MAT-6 WRITING TEST

(The Psychological Corporation, 1986)

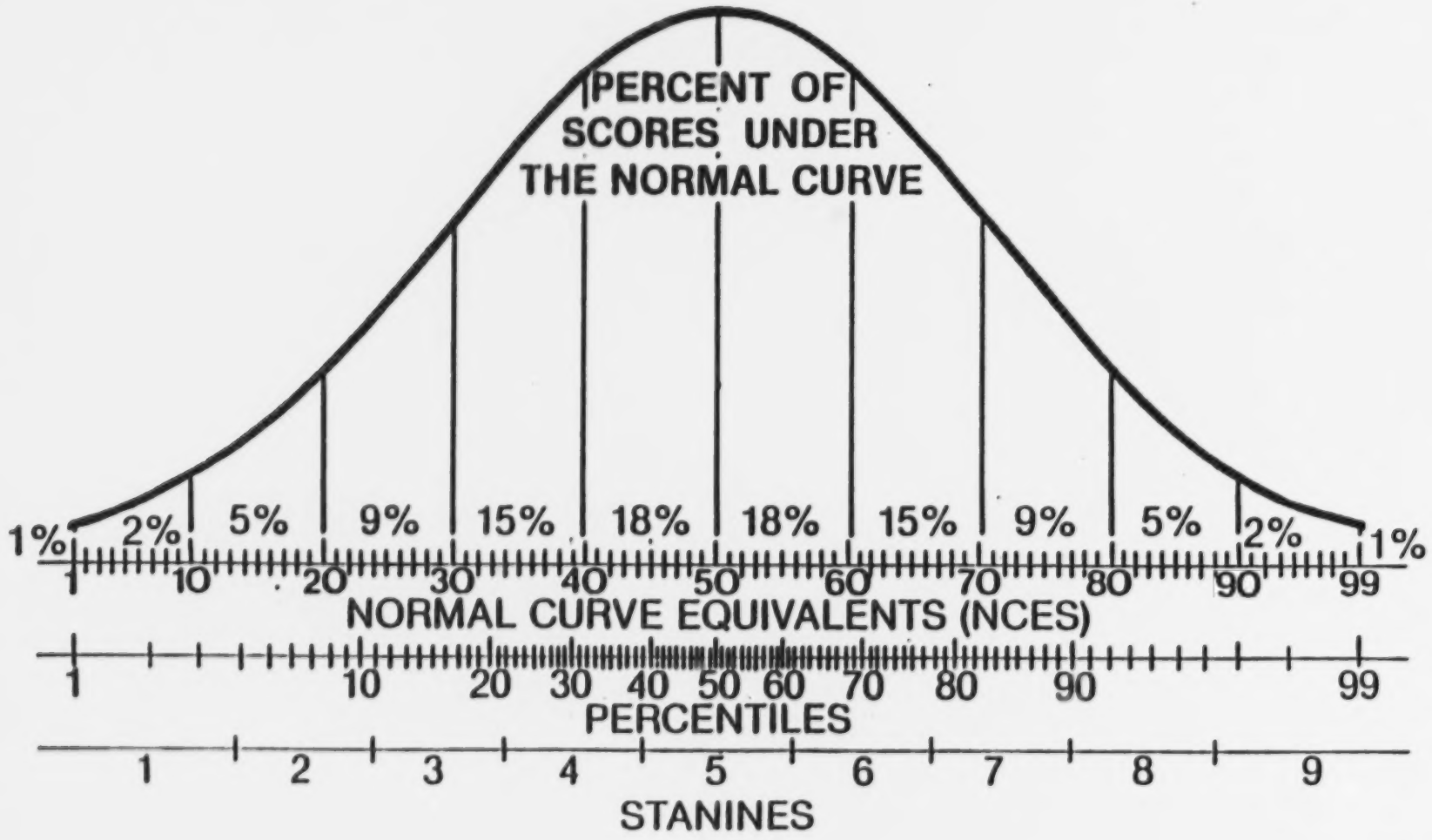
Here is a picture of some kids watching TV. Write a story about the picture. Tell what is happening and what might happen next.

SAMPLE PICTURE PROMPT

NOT AN ACTUAL PROMPT

APPENDIX C

Percent of Scores Under the Normal Curve


PERCENT OF
SCORES UNDER
THE NORMAL CURVE
1%
2%
5%
9%
15%
18%
18%
15%
9%
5%
2%
1%
1
10
20
30
40
50
60
70
80
90
99
NORMAL CURVE EQUIVALENTS (NCES)
1
10
20
30
40
50
60
70
80
90
99
PERCENTILES
1
2
3
4
5
6
7
8
9
STANINES

APPENDIX D

MASTER LIST OF TEST RESULTS SUMMARY

STATE LEVEL REPORTS

Grade 7--1988
Grade 7--1989

Grade 10--1987
Grade 10--1988
Grade 10--1989

METROPOLITAN ACHIEVEMENT TESTS: WRITING TEST

STATE OF OKLAHOMA

NORMS : SPRING 1988

GRADE: 7
LEVEL: 2
FORM : A

MASTER LIST OF TEST RESULTS SUMMARY

NUMBER TESTED =34750

SCORE TYPE	MEAN	MEDIAN	SD
RAW SCORE	10.8	10.8	2.2
SCALED SCORE	606.3	601.7	27.4
NATL NCE	53.8	50.7	17.1
STATE NCE	49.8	46.1	20.7

PR-S OF MEAN NATL NCE: 57-S

PR-S OF MEAN STATE NCE: 50-S

SCORE SUMMARY

RS	N	%	SS	N-PR	N-S	N-NCE	S-PR	S-S	S-NCE
16	283	1	675	99	9	99.0	99	9	99.0
15	895	3	660	96	9	86.9	97	9	89.6
14	2392	7	647	92	8	79.6	93	8	81.1
13	3927	11	634	84	7	70.9	84	7	70.9
12	6386	18	621	73	6	62.9	70	6	61.0
11	5349	15	609	60	6	55.3	54	5	52.1
10	6149	18	597	46	5	47.9	36	4	42.5
9	3705	11	585	33	4	40.7	22	3	33.7
8	3430	10	572	20	3	32.3	10	2	23.0
7	1200	3	559	11	3	24.2	4	2	13.1
6	656	2	546	5	2	15.4	1	1	1.0
5	237	1	533	2	1	6.7	1	1	1.0
4	92	0	521	1	1	1.0	1	1	1.0
3	31	0	509	1	1	1.0	1	1	1.0
2	18	0	498	1	1	1.0	1	1	1.0

NATIONAL PR SUMMARY

76 - 99	N =	7497
	% =	22
51 - 75	N =	11735
	% =	34
26 - 50	N =	9854
	% =	28
1 - 25	N =	5664
	% =	16

NATIONAL STANINE SUMMARY

7 - 9	N =	7497
	% =	22
4 - 6	N =	21589
	% =	62
1 - 3	N =	5664
	% =	16

STATE PR SUMMARY

76 - 99	N =	7497
	% =	22
51 - 75	N =	11735
	% =	34
26 - 50	N =	6149
	% =	18
1 - 25	N =	9369
	% =	27

STATE STANINE SUMMARY

7 - 9	N =	7497
	% =	22
4 - 6	N =	17884
	% =	51
1 - 3	N =	9369
	% =	27

NOTES:

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METROPOLITAN ACHIEVEMENT TESTS: WRITING TEST WITH ANALYTIC SCORING

ADAMS : SPRING 1988 | GRADE: 7 LEVEL: 2 FORM: A | MASTER LIST OF TEST RESULTS SUMMARY

*ANALYTIC SCORE SUMMARY AREAS

SCORE	I N	I %	II N	II %	III N	III %	IV N	IV %
4	4716	14	3949	11	4787	14	3451	10
3	20801	60	23548	68	14944	43	18717	54
2	7050	20	6257	18	14098	41	10187	29
1	2183	6	996	3	921	3	2395	7

Analytic Scoring Guidelines

***Area I--SENTENCE FORMATION**

4 Controlled and varied sentence structure. Few, if any, sentence formation errors.
3 Basically adequate sentence structure with little variety in length and form. Few sentence formation errors.
2 Some errors in sentence formation.
1 Frequent and/or serious errors in sentence formation.

***Area II--WORD USAGE**

4 Vocabulary carefully and imaginatively used. Few, if any, errors in grammar.
3 Vocabulary acceptable and appropriate, but somewhat simplistic. A few errors in grammar.
2 Appropriate, but limited vocabulary. Some errors in grammar.
1 Vocabulary limited and at times incorrect or unsuitable. Frequent and/or serious errors in grammar.

*** Area III--CONTENT DEVELOPMENT**

4 Well-planned content. Clearly elaborated, well-organized, controlled details.
3 Several clear and specific details, with a few problems in either organization or development.
2 Vague and sketchy details, often poorly organized. Problems with repetition of ideas and lack of unity.
1 Weak ideas and random thoughts, poorly planned. Few details included in a very brief response.

***Area IV--WRITING MECHANICS**

4 No errors in mechanics, or few errors with some attempt at advanced techniques.
3 Few errors in mechanics; little risk-taking.
2 Many errors in mechanics.
1 Frequent and/or serious errors in mechanics, interfering with communication.

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

MASTER LIST OF TEST RESULTS WITH STUDENT RECORD LABEL

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

NUMBER TESTED = 35881 RAW SCORE ZERO = 187

SCORE TYPE	MEAN	MEDIAN	SD
RAW SCORE	18.1	18.1	2.0
SCALED SCORE	603.4	597.4	25.4
NATL NCE	52.2	48.1	15.9
STATE NCE	50.1	45.0	20.9

PR-S OF MEAN NATL NCE	PR-S OF MEAN STATE NCE
54-5	50-5

SCORE SUMMARY

RS	N	%	SS	N-PR	N-S	N-NCE	S-PR	S-S	S-NCE
16	55	0	680	99	9	99.0	99	9	99.0
15	210	1	667	98	9	93.3	99	9	99.0
14	1091	3	654	95	8	84.6	98	9	93.3
13	2559	7	641	89	8	75.8	93	8	81.1
12	5139	14	628	80	7	67.7	83	7	70.1
11	6019	17	615	67	6	59.3	68	6	59.9
10	7062	20	602	52	5	51.1	48	5	48.9
9	5498	15	589	37	4	43.0	29	4	38.3
8	4646	13	577	25	4	35.8	15	3	28.2
7	1808	5	566	16	3	29.1	7	2	18.9
6	1057	3	555	9	2	21.8	3	1	10.4
5	315	1	547	6	2	17.3	1	1	1.0
4	154	0	540	4	2	13.1	1	1	1.0
3	48	0	534	2	1	6.7	1	1	1.0
2	33	0	528	2	1	6.7	1	1	1.0

NATIONAL PR SUMMARY

76 - 99	N =	9054
	% =	25
51 - 75	N =	13081
	% =	37
26 - 50	N =	5498
	% =	15
1 - 25	N =	8061
	% =	23

NATIONAL STANINE SUMMARY

7 - 9	N =	9054
	% =	25
4 - 6	N =	23225
	% =	65
1 - 3	N =	3415
	% =	10

STATE PR SUMMARY

76 - 99	N =	9054
	% =	25
51 - 75	N =	6019
	% =	17
26 - 50	N =	12560
	% =	35
1 - 25	N =	8061
	% =	23

STATE STANINE SUMMARY

7 - 9	N =	9054
	% =	25
4 - 6	N =	18579
	% =	52
1 - 3	N =	8061
	% =	23

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METROPOLITAN ACHIEVEMENT TESTS
MAT6
WRITING TEST

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

MASTER LIST
OF TEST RESULTS
WITH
STUDENT RECORD LABEL

NUMBER TESTED = 35881 RAW SCORE ZERO = 187

ANALYTIC SCORE SUMMARY AREAS

SCORE	I N	I %	II N	II %	III N	III %	IV N	IV %
4	5437	15	4780	13	4229	12	4972	14
3	18283	51	21088	59	19603	55	16218	45
2	8727	24	8289	23	10617	30	10661	30
1	3250	9	1540	4	1248	3	3846	11

NOTES:

Analytic Scoring Guidelines

Area I--SENTENCE FORMATION

4 Controlled and varied sentence structure. Few, if any, sentence formation errors.
3 Basically adequate sentence structure with little variety in length and form. Few sentence formation errors.
2 Some errors in sentence formation.
1 Frequent and/or serious errors in sentence formation.

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4 Vocabulary carefully and imaginatively used. Few, if any, errors in grammar.
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4 Well-planned content. Clearly elaborated, well-organized, controlled details.
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2 Vague and sketchy details, often poorly organized. Problems with repetition of ideas and lack of unity.
1 Weak ideas and random thoughts, poorly planned. Few details included in a very brief response.

Area IV--WRITING MECHANICS

4 No errors in mechanics, or few errors with some attempt at advanced techniques.
3 Few errors in mechanics; little risk taking.
2 Many errors in mechanics.
1 Frequent and/or serious errors in mechanics, interfering with communication.

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METROPOLITAN ACHIEVEMENT TESTS: WRITING TEST

TEACHER :
SCHOOL :
STATE OF OKLAHOMA

TEST DATE: 02/11/87
NORMS : SPRING 86

GRADE: 10
LEVEL: 3
FORM : L

THE PSYCHOLOGICAL CORPORATION

MASTER LIST OF TEST RESULTS SUMMARY

NUMBER TESTED =38568

SCORE TYPE	MEAN	MEDIAN	SD
RAW SCORE	11.3	12.0	2.3
SCALED SCORE	630.1	639.0	29.2
NATL NCE	63.2	69.3	18.5
STATE NCE	54.5	60.4	21.4

PR-S OF MEAN NATL NCE: 74-6

PR-S OF MEAN STATE NCE: 59-5

SCORE SUMMARY

RS	N	%	SS	N-PR	N-S	N-NCE	S-PR	S-S	S-NCE
16	645	2	695	99	9	99.0	99	9	99.0
15	1819	5	680	98	9	93.3	98	9	93.3
14	3583	9	665	96	9	86.9	94	8	82.7
13	5662	15	652	90	8	77.0	84	7	70.9
12	7876	20	639	82	7	69.3	69	6	60.4
11	5916	15	626	69	6	60.4	49	5	49.5
10	5214	14	613	55	5	52.6	33	4	40.7
9	3283	9	600	39	4	44.1	20	3	32.3
8	2434	6	588	26	4	36.8	12	3	25.3
7	1008	3	577	16	3	29.1	5	2	15.4
6	621	2	566	8	2	20.4	3	1	10.4
5	252	1	555	4	2	13.1	1	1	1.0
4	153	0	544	2	1	6.7	1	1	1.0
3	53	0	533	1	1	1.0	1	1	1.0
2	48	0	522	1	1	1.0	1	1	1.0

NATIONAL PR SUMMARY

76 - 99	N = 19585
	% = 51
51 - 75	N = 11130
	% = 29
26 - 50	N = 5717
	% = 15
1 - 25	N = 2132
	% = 6

NATIONAL STANINE SUMMARY

7 - 9	N = 19585
	% = 51
4 - 6	N = 16847
	% = 44
1 - 3	N = 2132
	% = 6

STATE PR SUMMARY

76 - 99	N = 11713
	% = 30
51 - 75	N = 7876
	% = 20
26 - 50	N = 11130
	% = 29
1 - 25	N = 7849
	% = 20

STATE STANINE SUMMARY

7 - 9	N = 11713
	% = 30
4 - 6	N = 19006
	% = 49
1 - 3	N = 7849
	% = 20

NOTES:

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METROPOLITAN ACHIEVEMENT TESTS: WRITING TEST WITH ANALYTIC SCORING

TEACHER :
SCHOOL :
STATE OF OKLAHOMA

TEST DATE: 02/11/87
NORMS : SPRING 10

GRADE: 10
LEVEL: 3
FORM : L

MASTER LIST OF TEST RESULTS SUMMARY

THE PSYCHOLOGICAL CORPORATION

*ANALYTIC SCORE SUMMARY

	AREAS							
	I		II		III		IV	
RAW SCORE	N	%	N	%	N	%	N	%
4	12190	32	16594	43	6570	17	8761	23
3	18401	48	15632	41	23231	60	18641	48
2	5068	13	4381	11	8041	21	7892	20
1	2889	7	1961	5	726	2	3274	8

Analytic Scoring Guidelines

***Area I--SENTENCE FORMATION**

4 Controlled and varied sentence structure. Few, if any, sentence formation errors.
3 Basically adequate sentence structure with little variety in length and form. Few sentence formation errors.
2 Some errors in sentence formation.
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4 Well-planned content. Clearly elaborated, well-organized, controlled details.
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1 Weak ideas and random thoughts, poorly planned. Few details included in a very brief response.

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4 No errors in mechanics, or few errors with some attempt at advanced techniques.
3 Few errors in mechanics; little risk-taking.
2 Many errors in mechanics.
1 Frequent and/or serious errors in mechanics, interfering with communication.

70

71

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METROPOLITAN ACHIEVEMENT TESTS: WRITING TEST

STATE OF OKLAHOMA

NORMS : SPRING 1C 1988

GRADE: 10 LEVEL: 3 FORM : A

MASTER LIST OF TEST RESULTS SUMMARY

NUMBER TESTED =35284

SCORE TYPE	MEAN	MEDIAN	SD
RAW SCORE	11.2	11.5	2.2
SCALED SCORE	625.9	623.4	27.5
NATL NCE	60.7	58.9	17.7
STATE NCE	50.2	48.1	20.8

PR-S OF MEAN NATL NCE 65-6

PR-S OF MEAN STATE NCE 50-[illegible]

SCORE SUMMARY

RS	N	%	SS	N-PR	N-S	N-NCE	S-PR	S-S	S-NCE
16	494	1	690	99	9	99.0	99	9	99.0
15	1134	3	677	98	9	93.3	97	9	89.6
14	2940	8	662	95	8	84.6	91	8	78.2
13	4664	13	649	89	8	75.8	80	7	67.7
12	8351	24	636	79	7	67.0	64	6	57.5
11	5311	15	623	66	6	58.7	46	5	47.9
10	5371	15	610	51	5	50.5	28	4	37.7
9	2857	8	597	36	4	42.5	15	3	28.2
8	2439	7	585	23	4	34.4	7	2	18.9
7	858	2	574	13	3	26.3	3	1	10.4
6	543	2	563	7	2	18.9	1	1	1.0
5	153	0	552	3	1	10.4	1	1	1.0
4	115	0	542	2	1	6.7	1	1	1.0
3	15	0	532	1	1	1.0	1	1	1.0
2	39	0	522	1	1	1.0	1	1	1.0

NATIONAL PR SUMMARY		NATIONAL STANINE SUMMARY		STATE PR SUMMARY		STATE STANINE SUMMARY	
76 - 99	N = 17583	7 - 9	N = 17583	76 - 99	N = 9232	7 - 9	N = 9232
	% = 50		% = 50		% = 26		% = 26
51 - 75	N = 10682	4 - 6	N = 15978	51 - 75	N = 8351	4 - 6	N = 19033
	% = 30		% = 45		% = 24		% = 54
26 - 50	N = 2857	1 - 3	N = 1723	26 - 50	N = 10682	1 - 3	N = 7019
	% = 8		% = 5		% = 30		% = 20
1 - 25	N = 4162			1 - 25	N = 7019		
	% = 12				% = 20		

NOTES:

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METROPOLITAN ACHIEVEMENT TESTS: WRITING TEST WITH ANALYTIC SCORING

NCRMS : SPRING 10 1988

GRADE: 10 LEVEL: 3 FORM : A

MASTER LIST OF TEST RESULTS SUMMARY

*ANALYTIC SCORE SUMMARY AREAS

SCORE	I N	I %	II N	II %	III N	III %	IV N	IV %
4	5705	16	5254	15	3962	11	3143	9
3	21178	60	21480	61	17299	49	21349	61
2	6457	18	7041	20	13353	38	8658	25
1	1944	6	1509	4	670	2	2134	6

Analytic Scoring Guidelines

*** Area I--SENTENCE FORMATION**

4 Controlled and varied sentence structure. Few, if any, sentence formation errors.
3 Basically adequate sentence structure with little variety in length and form. Few sentence formation errors.
2 Some errors in sentence formation.
1 Frequent and/or serious errors in sentence formation.

*** Area II--WORD USAGE**

4 Vocabulary carefully and imaginatively used. Few, if any, errors in grammar.
3 Vocabulary acceptable and appropriate, but somewhat simplistic. A few errors in grammar.
2 Appropriate, but limited vocabulary. Some errors in grammar.
1 Vocabulary limited and at times incorrect or unsuitable. Frequent and/or serious errors in grammar.

*** Area III--CONTENT DEVELOPMENT**

4 Well-planned content. Clearly elaborated, well-organized, controlled details.
3 Several clear and specific details, with a few problems in either organization or development.
2 Vague and sketchy details, often poorly organized. Problems with repetition of ideas and lack of unity.
1 Weak ideas and random thoughts, poorly planned. Few details included in a very brief response.

*** Area IV--WRITING MECHANICS**

4 No errors in mechanics, or few errors with some attempt at advanced techniques.
3 Few errors in mechanics; little risk-taking.
2 Many errors in mechanics.
1 Frequent and/or serious errors in mechanics, interfering with communication.

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

MASTER LIST OF TEST RESULTS WITH STUDENT RECORD LABEL

NUMBER TESTED = 33602 RAW SCORE ZERO = 108

SCORE TYPE	MEAN	MEDIAN	SD
RAW SCORE	11.3	11.4	2.1
SCALED SCORE	635.5	629.6	30.1
NATL NCE	46.5	62.6	18.8
STATE NCE	50.4	46.4	20.4

PR-S OF MEAN NATL NCE	PR-S OF MEAN STATE NCE
78-7	51-5

SCORE SUMMARY

RS	N	%	SS	N-PR	N-S	N-NCE	S-PR	S-S	S-NCE
16	388	1	710	99	9	99.0	99	9	99.0
15	1186	3	694	99	9	99.0	97	9	89.6
14	2636	8	678	98	9	93.3	92	8	79.6
13	4827	14	662	95	8	84.6	81	7	68.5
12	7546	23	646	87	7	73.7	64	6	57.5
11	6074	18	630	73	6	62.9	44	5	46.8
10	5617	17	614	56	5	53.2	25	4	35.8
9	2468	7	601	40	5	44.7	13	3	26.3
8	1435	4	588	26	4	36.5	6	2	17.3
7	737	2	578	17	3	29.9	3	1	10.4
6	328	1	568	9	2	21.8	1	1	1.0
5	189	1	558	5	2	15.4	1	1	1.0
4	153	0	550	3	1	10.4	1	1	1.0
3	32	0	542	2	1	6.7	1	1	1.0
2	46	0	534	1	1	1.0	1	1	1.0

NATIONAL PR SUMMARY

76 - 99	N = 16415	% = 49
51 - 75	N = 11691	% = 35
26 - 50	N = 3903	% = 12
1 - 25	N = 1485	% = 4

NATIONAL STANINE SUMMARY

7 - 9	N = 16415	% = 49
4 - 6	N = 15594	% = 47
1 - 3	N = 1485	% = 4

STATE PR SUMMARY

76 - 99	N = 8869	% = 26
51 - 75	N = 7546	% = 23
26 - 50	N = 6074	% = 18
1 - 25	N = 11005	% = 33

STATE STANINE SUMMARY

7 - 9	N = 8869	% = 26
4 - 6	N = 19237	% = 57
1 - 3	N = 5388	% = 16

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METROPOLITAN ACHIEVEMENT TESTS
MAT6
WRITING TEST

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

MASTER LIST
OF TEST RESULTS
WITH
STUDENT RECORD LABEL

NUMBER TESTED = 33602 RAW SCORE ZERO = 108

ANALYTIC SCORE SUMMARY
AREAS

SCORE	I N	I %	II N	II %	III N	III %	IV N	IV %
4	4846	14	4482	13	4206	13	3733	11
3	17345	52	20252	60	21576	64	14581	44
2	8196	24	7309	22	6961	21	10618	32
1	3187	9	1451	4	751	2	4562	14

NOTES:

Analytic Scoring Guidelines

Area I--SENTENCE FORMATION
- 4 Controlled and varied sentence structure. Few, if any, sentence formation errors.
- 3 Basically adequate sentence structure with little variety in length and form. Few sentence formation errors.
- 2 Some errors in sentence formation.
- 1 Frequent and/or serious errors in sentence formation.

Area II--WORD USAGE
- 4 Vocabulary carefully and imaginatively used. Few, if any, errors in grammar.
- 3 Vocabulary acceptable and appropriate, but somewhat simplistic. A few errors in grammar.
- 2 Appropriate, but limited vocabulary. Some errors in grammar.
- 1 Vocabulary limited and at times incorrect or unsuitable. Frequent and/or serious errors in grammar.

Area III--CONTENT DEVELOPMENT
- 4 Well-planned content. Clearly elaborated, well-organized, controlled details.
- 3 Several clear and specific details, with a few problems in either organization or development.
- 2 Vague and sketchy details, often poorly organized. Problems with repetition of ideas and lack of unity.
- 1 Weak ideas and random thoughts, poorly planned. Few details included in a very brief response.

Area IV--WRITING MECHANICS
- 4 No errors in mechanics, or few errors with some attempt at advanced techniques.
- 3 Few errors in mechanics; little risk-taking.
- 2 Many errors in mechanics.
- 1 Frequent and/or serious errors in mechanics, interfering with communication.

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APPENDIX E

LIST OF AVERAGES--DISTRICT LEVEL RESULTS

Grade 7-1989

GRADE 7

NOTE: Appendix E of this report offers district level test results. Deleted from these reports were scores from school districts in which five or fewer students were tested at any given grade level. This was done to protect the privacy of individual students in those districts.

METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA													
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
ACADEMY	54	9.8	600.6	51-5	50.3	46-5	47.9	6	30	51	13	4	21	68	8	8	47	38	8	2	36	49	13
ACHILLE	15	10.8	612.6	65-6	57.9	64-6	57.8	7	33	13	47	7	33	33	27	0	7	73	20	0	27	73	0
ADA	132	10.9	614.2	67-6	58.9	67-6	59.1	4	14	68	14	1	12	77	10	0	9	82	9	8	28	52	12
ADAIR	45	10.1	603.9	55-5	52.4	51-5	50.5	2	11	56	31	0	22	67	11	0	22	71	7	11	13	60	16
ADAMS	4																						
AFTON	28	9.6	598.3	48-5	48.9	43-5	45.9	11	32	54	4	0	25	71	4	0	4	86	11	25	21	54	0
AGRA	21	10.0	603.0	54-5	51.9	49-5	49.7	19	33	48	0	5	24	71	0	5	33	57	5	14	43	38	5
ALBION	8	8.5	583.1	31-4	39.5	21-3	33.3	0	50	38	13	0	25	63	13	13	38	25	25	0	50	25	25
ALEX	17	11.0	615.0	67-6	59.3	68-6	59.6	6	18	65	12	6	12	59	24	0	12	47	41	6	18	71	6
ALFALFA	6	9.4	594.6	44-5	46.6	37-4	42.9	20	60	20	0	20	60	20	0	20	60	20	0	60	20	20	0
ALINE CLEO	8	11.2	618.2	71-6	61.4	72-6	62.5	13	13	50	25	0	0	88	13	0	0	75	25	0	0	63	38
ALLEN BOWDEN	43	10.0	603.2	54-5	52.0	50-5	49.9	12	33	47	9	2	23	65	9	2	47	42	9	7	28	56	9
ALLEN	21	10.1	604.6	56-5	52.8	52-5	51.0	5	19	38	38	5	19	52	24	0	10	71	19	0	33	62	5

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
ALLUWE	18	8.4	582.8	31-4	39.3	21-3	33.0	6	33	61	0	0	33	67	0	6	44	50	0	11	39	44	6
ALTUS	296	9.7	599.7	50-5	49.8	45-5	47.0	9	33	44	14	5	28	56	11	2	28	60	10	13	32	41	14
ALVA	61	9.3	594.6	44-5	46.6	37-4	42.7	2	13	80	5	0	25	67	8	0	16	79	5	3	26	57	13
AMBER POCASSET	35	10.8	612.5	65-6	57.8	64-6	57.5	6	3	37	54	3	6	69	23	3	14	69	14	14	20	31	34
AMES	11	10.0	602.1	53-5	51.3	48-5	49.0	0	9	55	36	0	18	73	9	0	64	36	0	0	36	45	18
ANADARKO	125	9.9	601.0	51-5	50.6	47-5	48.1	5	25	63	7	4	29	61	6	2	30	63	4	11	27	54	7
ANTLERS	65	9.5	596.7	46-5	47.9	40-5	44.5	14	22	52	12	6	26	62	6	6	32	58	3	18	35	32	14
APACHE	35	10.1	603.9	55-5	52.4	51-5	50.4	3	14	77	6	0	14	77	9	6	43	51	0	9	26	60	6
ARAPAHO	21	10.5	608.9	61-6	55.6	59-5	54.6	14	19	52	14	0	29	62	10	0	19	71	10	5	19	48	29
ARDMORE	223	9.7	599.3	49-5	49.5	44-5	46.7	17	26	51	6	10	28	55	7	4	36	53	6	17	30	43	10
ARKOMA	32	10.4	608.1	60-6	55.1	57-5	53.8	16	19	56	9	3	25	66	6	0	28	66	6	16	31	44	9
ARNETT	12	9.5	597.0	47-5	48.2	40-5	44.7	8	8	50	33	0	17	42	42	0	17	83	0	8	8	42	42
ASHER	17	10.2	606.0	57-5	53.7	54-5	52.2	6	41	41	12	12	29	47	12	24	29	29	18	53	35	12	0

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS
MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
ATOKA	46	9.6	598.5	48-5	49.1	43-5	46.0	2	17	76	4	2	22	74	2	0	13	87	0	9	35	46	11
AVANT	7	9.4	595.1	45-5	47.0	38-4	43.4	14	29	43	14	0	29	71	0	0	14	86	0	0	43	43	14
BALKO	9	11.0	615.1	67-6	59.4	68-6	59.7	11	22	22	44	11	0	44	44	0	22	44	33	0	22	56	22
BANNER	9	10.0	602.1	53-5	51.2	48-5	49.0	0	0	99	0	0	11	78	11	0	33	67	0	22	22	44	11
BARNSDALL	30	10.4	607.6	59-5	54.8	57-5	53.6	21	24	45	10	0	38	52	10	0	38	59	3	10	52	31	7
BARTLESVILLE	452	9.6	599.3	49-5	49.7	44-5	46.6	4	24	58	14	1	28	55	16	6	39	46	9	4	31	55	10
BATTIEST	18	7.9	578.0	26-4	36.2	17-3	29.5	22	22	44	11	6	22	67	6	22	67	11	0	22	28	44	6
BEARDEN	8	9.6	597.3	47-5	48.3	41-5	45.0	13	13	75	0	25	38	38	0	0	13	88	0	25	75	0	0
BEAVER	30	10.3	606.4	58-5	54.0	55-5	52.5	0	33	57	10	0	13	73	13	0	37	43	20	3	43	33	20
BEGGS	52	9.2	593.1	42-5	45.7	35-4	41.6	0	14	57	29	0	27	69	4	2	22	57	20	8	24	51	18
BELFONTE	6	9.5	596.1	46-5	47.6	39-4	43.9	0	83	17	0	0	67	33	0	0	17	83	0	17	50	33	0
BELL	9	9.5	596.6	46-5	47.8	40-5	44.5	33	22	44	0	0	44	56	0	11	56	33	0	22	33	44	0
BENNINGTON	16	10.0	602.8	53-5	51.7	49-5	49.7	25	13	31	31	6	25	38	31	0	31	44	25	6	6	31	56

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA											
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
BENTLEY	6	8.6	586.1	34-4	41.4	25-4	35.8	0	17	83	0	17	17	67	0	0	67	33	0	17	17	67	0
BERRYHILL	46	11.1	616.7	69-6	60.5	69-6	60.7	0	35	46	20	0	20	65	15	0	17	61	22	2	33	52	13
BETHANY	51	11.7	624.4	77-7	65.5	79-7	67.3	4	14	69	14	0	12	76	12	0	12	71	18	6	27	63	4
BETHEL	70	10.6	610.3	62-6	56.4	61-6	55.8	6	20	49	26	3	9	73	16	0	13	61	26	7	31	46	16
BIG CABIN	13	10.6	610.1	62-6	56.4	61-6	55.7	15	46	31	8	8	23	46	23	0	23	54	23	15	38	46	0
BIG PASTURE	21	10.2	605.3	56-5	53.3	53-5	51.7	0	48	52	0	5	43	52	0	5	48	48	0	19	71	10	0
BILLINGS	9	10.6	610.7	63-6	56.7	62-6	56.2	0	11	89	0	0	0	99	0	0	33	44	22	0	11	78	11
BINGER	15	9.9	601.2	52-5	50.7	47-5	48.3	0	13	67	20	7	33	60	0	0	13	87	0	0	33	60	7
BIXBY	153	10.4	607.7	59-5	54.9	57-5	53.7	6	16	59	19	0	24	57	18	1	16	64	19	11	26	46	17
BLACKWELL	115	9.8	601.2	52-5	50.7	47-5	48.1	18	24	53	6	7	25	61	7	7	32	54	7	13	31	47	9
BLAIR	24	10.6	610.7	63-6	56.6	62-6	56.1	0	25	46	29	0	4	75	21	0	29	42	29	0	33	46	21
BLANCHARD	50	9.2	594.0	43-5	46.2	36-4	42.4	16	38	42	4	14	26	56	4	6	30	50	14	26	34	34	6
BLUE	17	11.1	617.5	70-6	61.2	71-6	61.8	6	47	41	6	24	35	35	6	0	35	41	24	29	35	24	12

89

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS
MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
BLUEJACKET	11	10.0	602.2	53-5	51.4	48-5	49.1	0	0	45	55	0	0	55	45	18	45	36	0	0	9	64	27
BOISE CITY	32	10.6	610.0	62-6	56.3	60-6	55.4	13	13	43	30	3	13	57	27	0	20	63	17	13	37	40	10
BOKCHITO	11	8.2	580.8	29-4	38.1	19-3	31.3	36	45	18	0	9	82	9	0	55	45	0	0	18	73	9	0
BOKOSHE	23	6.8	565.7	16-3	28.8	7-2	19.3	13	39	48	0	0	22	74	4	22	48	30	0	9	48	39	4
BOLEY	10	9.1	591.0	39-4	44.3	32-4	39.8	10	20	70	0	0	50	50	0	10	80	10	0	0	40	60	0
BOONE	6	8.5	583.1	31-4	39.5	21-3	33.3	0	17	67	17	0	17	83	0	0	67	33	0	17	0	83	0
BOSWELL	23	9.9	601.8	52-5	51.1	48-5	48.8	9	26	61	4	9	22	61	9	4	22	74	0	17	39	39	4
BOWLEGS	22	9.8	600.2	50-5	50.1	45-5	47.2	5	14	59	23	0	9	82	9	0	27	59	14	0	32	64	5
BOWRING	12	10.4	607.4	59-5	54.5	57-5	53.4	0	8	92	0	0	0	99	0	0	17	83	0	0	50	50	0
BOYNTON	14	9.3	594.3	43-5	46.4	36-4	42.6	8	23	69	0	15	54	31	0	0	38	62	0	15	46	31	8
BRADLEY	2																						
BRAGGS	19	9.1	592.1	41-5	45.0	33-4	40.6	21	26	47	5	21	26	47	5	11	37	47	5	21	37	32	11
BRAMAN	8	11.8	626.5	79-7	66.7	82-7	69.2	0	13	63	25	13	13	50	25	0	25	63	13	0	25	50	25

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES		NATIONAL MEAN		STATE MEAN		ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	PR-S	NCE	PR-S	NCE	I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4
BRAY DOYLE	24	11.0	615.1	68-6	59.5	68-6	59.7	4	8	63	25	0	17	67	17	0	17	67	17	4	8	63	25
BRIDGE CREEK	65	10.2	605.5	56-5	53.4	54-5	51.8	3	23	59	14	0	28	70	2	2	23	61	14	2	42	48	8
BRIGGS	14	9.2	594.1	43-5	46.4	36-4	42.2	21	29	50	0	21	7	71	0	0	64	36	0	36	21	43	0
BRISTOW	109	10.6	610.8	63-6	56.8	62-6	56.2	6	24	58	13	3	19	61	17	3	28	54	16	9	27	50	14
BROKEN ARROW	891	10.8	613.8	66-6	58.8	66-6	58.7	9	25	53	13	5	22	60	13	4	37	49	9	8	31	51	10
BROKEN BOW	114	9.4	596.1	46-5	47.5	39-4	44.0	11	25	52	12	2	25	67	6	3	33	55	10	11	27	50	12
BROXTON	8	9.0	589.2	37-4	43.2	29-4	38.4	0	75	25	0	13	50	38	0	25	50	25	0	25	50	25	0
BRUSHY	16	9.8	600.8	51-5	50.5	46-5	47.8	33	47	20	0	47	27	27	0	0	40	60	0	13	47	40	0
BUFFALO	34	9.2	592.4	41-5	45.2	33-4	40.9	3	29	56	12	0	15	68	18	6	47	35	12	6	26	41	26
BUFFALO VALLEY	22	9.5	597.1	47-5	48.2	40-5	44.8	0	18	82	0	5	27	68	0	0	36	50	14	14	9	68	9
BURBANK	7	8.2	581.5	29-4	38.5	19-3	31.6	14	14	43	29	0	14	71	14	0	29	71	0	0	14	57	29
BURLINGTON	13	12.0	629.0	81-7	68.2	84-7	71.2	0	8	77	15	0	31	54	15	0	0	99	0	0	23	62	15
BURNS FLAT	26	9.1	591.5	40-5	44.7	32-4	40.3	8	19	50	23	8	15	65	12	0	23	69	8	4	27	62	8

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA											
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
BUTLER	15	9.2	591.8	40-5	44.8	33-4	40.5	0	7	73	20	0	0	87	13	0	13	80	7	0	0	73	27
BUTNER	22	10.5	609.1	61-6	55.6	59-5	54.8	0	32	64	5	0	9	86	5	0	36	64	0	0	59	36	5
BYARS	1																						
BYNG	116	10.4	608.6	60-6	55.5	58-5	54.4	7	36	44	13	3	34	48	16	3	24	60	13	12	36	34	17
CACHE	78	9.7	599.3	49-5	49.6	44-5	46.8	14	15	46	24	10	26	42	22	6	18	62	14	19	23	40	18
CADDO	28	9.3	594.0	43-5	46.2	36-4	42.4	23	31	46	0	15	38	46	0	0	65	35	0	23	27	27	23
CALERA	32	10.0	603.9	55-5	52.4	49-5	49.5	9	13	72	6	3	19	72	6	6	50	41	3	9	31	53	6
CALUMET	13	8.3	581.4	29-4	38.4	19-3	31.7	0	15	85	0	0	8	92	0	0	8	77	15	0	23	62	15
CALVIN	13	8.6	587.0	35-4	41.8	25-4	35.5	15	23	31	31	0	31	46	23	8	31	38	23	15	23	46	15
CAMARGO	6	12.3	632.3	83-7	70.4	88-7	74.2	0	33	0	67	17	17	17	50	0	33	33	33	33	0	17	50
CAMERON	34	9.6	598.3	48-5	49.0	42-5	45.8	53	12	29	6	18	38	41	3	12	32	47	9	15	56	29	0
CANADIAN	11	10.6	610.3	62-6	56.5	61-6	55.7	18	36	45	0	18	45	36	0	0	18	82	0	36	36	27	0
CANEY	25	10.0	602.2	53-5	51.3	48-5	49.1	20	8	64	8	4	16	72	8	4	44	44	8	12	36	40	12

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS
MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4
CANEY VALLEY	51	8.6	586.6	35-4	41.7	25-4	35.9	10	29	49	12	4	37	45	14	6	27	49	18	4	43	43	10
CANTON	26	10.0	603.2	54-5	52.0	50-5	49.9	0	24	72	4	0	8	84	8	0	24	76	0	0	20	76	4
CANUTE	21	10.8	612.5	64-6	57.8	64-6	57.7	0	0	52	48	0	5	62	33	0	29	24	48	0	5	43	52
CARMEN DACOMA	15	9.2	591.9	40-5	44.9	33-4	40.6	0	0	93	7	0	20	73	7	0	20	80	0	13	13	53	20
CARNEGIE	48	10.4	608.1	60-6	55.2	58-5	53.9	8	21	38	33	6	19	52	23	6	8	67	19	10	25	44	21
CARNEY	12	9.8	600.1	50-5	50.1	45-5	47.3	0	25	75	0	0	42	50	8	8	42	50	0	8	50	42	0
CARTER G WOODSON	6	7.8	577.5	25-4	35.9	16-3	29.2	0	33	67	0	0	83	17	0	0	83	17	0	17	50	17	17
CARTER	16	8.8	588.0	36-4	42.6	27-4	37.2	6	31	56	6	19	31	50	0	13	31	56	0	13	56	25	6
CASHION	22	9.7	599.1	49-5	49.5	44-5	46.5	14	32	32	23	5	14	64	18	0	32	59	9	14	32	32	23
CATOOSA	122	9.3	594.5	44-5	46.5	37-4	42.9	12	34	48	5	4	27	62	7	8	34	52	7	11	33	46	10
CAVE SPRINGS	11	8.0	578.5	26-4	36.6	17-3	29.5	55	9	36	0	36	18	45	0	0	82	18	0	55	9	36	0
CEMENT	19	10.3	606.6	58-5	54.3	56-5	52.9	5	42	53	0	11	26	63	0	0	58	42	0	11	32	47	11
CENTRAHOMA	6	9.6	597.8	47-5	48.5	42-5	45.5	0	0	99	0	17	17	67	0	0	0	83	17	0	67	33	0

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METROPOLITAN ACHIEVEMENT TESTS
MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA													
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
CENTRAL HIGH	24	9.4	595.9	45-5	47.4	38-4	43.7	21	38	38	4	8	38	50	4	4	33	58	4	29	38	29	4
CENTRAL	18	10.3	607.2	59-5	54.5	56-5	53.2	0	22	78	0	0	39	61	0	0	44	50	6	0	44	56	0
CHANDLER	60	9.6	598.3	48-5	48.9	43-5	45.9	2	10	75	13	2	23	62	13	3	25	58	13	0	18	57	25
CHATTANOOGA	6	8.8	587.5	36-4	42.1	27-4	36.9	50	17	33	0	17	50	33	0	0	67	33	0	50	17	33	0
CHECOTAH	93	9.8	600.6	51-5	50.4	46-5	47.8	16	29	41	14	9	27	49	15	2	34	58	5	24	31	33	12
CHELSEA	63	10.4	608.3	60-6	55.4	58-5	54.0	25	21	35	19	8	40	33	19	6	41	32	21	16	48	25	11
CHEROKEE	21	11.7	625.3	78-7	66.0	81-7	68.4	5	16	53	26	0	16	68	16	0	16	74	11	21	21	32	26
CHEYENNE	10	10.6	610.4	62-6	56.6	61-6	56.0	0	20	70	10	0	20	80	0	0	40	60	0	0	60	30	10
CHICKASHA	171	9.7	599.6	50-5	49.9	44-5	47.0	5	25	46	25	4	29	47	19	5	35	49	12	9	31	44	16
CHISHOLM	47	11.6	624.1	77-7	65.2	79-7	67.2	13	11	46	30	2	9	63	26	0	9	70	22	17	15	48	20
CHOCTAW NICOMA PARK	290	10.7	611.4	63-6	57.2	63-6	56.8	8	21	50	21	3	22	56	19	2	20	60	18	10	29	41	19
CHOUTEAU MAZIE	50	7.8	576.8	25-4	35.6	15-3	27.8	6	24	68	2	6	22	70	2	24	46	30	0	12	36	46	6
CHRISTIE	3																						

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES		NATIONAL MEAN		STATE MEAN		ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	PR-S	NCE	PR-S	NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
CLAREMORE	187	11.2	618.8	71-6	61.8	73-6	62.7	3	22	53	22	2	16	62	20	1	13	68	18	2	21	56	21
CLAYTON	19	9.9	601.7	52-5	51.1	48-5	48.7	5	42	53	0	5	16	79	0	0	11	89	0	11	37	47	5
CLEORA	11	10.3	606.7	58-5	54.1	56-5	52.9	0	45	45	9	0	18	73	9	0	9	73	18	0	9	82	9
CLEVELAND	119	11.0	616.2	69-6	60.3	69-6	60.5	18	31	42	9	7	34	44	15	5	24	52	19	14	39	37	10
CLINTON	120	10.1	603.8	55-5	52.4	51-5	50.5	18	20	43	19	7	25	52	17	1	32	57	11	19	31	39	11
COALGATE	46	8.3	582.1	30-4	38.9	20-3	32.6	15	24	61	0	7	43	50	0	4	57	39	0	9	61	30	0
COLBERT	50	10.0	602.9	53-5	51.8	49-5	49.7	2	32	46	20	4	18	60	18	2	24	50	24	4	22	54	20
COLCORD	34	8.3	582.5	30-4	39.2	21-3	32.6	26	18	50	6	21	32	41	6	12	41	41	6	21	41	29	9
COLEMAN	18	10.3	606.4	58-5	54.0	55-5	52.6	22	11	33	33	6	6	72	17	0	0	83	17	28	22	33	17
COLLINSVILLE	114	9.6	597.5	47-5	48.4	41-5	45.2	4	23	65	7	4	18	69	10	3	35	58	5	11	33	48	9
COMANCHE	59	9.7	599.4	49-5	49.7	44-5	46.8	24	41	31	5	10	37	44	8	7	59	29	5	32	39	22	7
COMMERCE	57	10.3	606.7	58-5	54.2	55-5	52.5	18	28	53	2	4	44	49	4	0	35	61	4	11	47	42	0
CONNERVILLE	2																						

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METROPOLITAN ACHIEVEMENT TESTS
MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
COPAN	24	10.5	610.1	62-6	56.4	61-6	55.7	0	17	67	17	4	4	54	38	4	21	58	17	4	33	54	8
CORDELL	43	10.1	604.8	56-5	53.0	52-5	51.2	9	16	74	0	5	28	67	0	2	40	49	9	2	49	49	0
COTTONWOOD	6	9.5	595.8	45-5	47.4	38-4	43.7	0	0	99	0	0	17	83	0	0	50	50	0	0	33	67	0
COVINGTON DOUGLAS	22	10.2	605.2	56-5	53.3	53-5	51.7	14	36	36	14	0	41	45	14	5	55	36	5	9	32	50	9
COWETA	137	9.8	600.3	51-5	50.2	46-5	47.6	3	41	52	4	3	22	68	7	1	31	62	6	13	35	46	6
COYLE	23	10.9	614.5	67-6	59.1	67-6	59.2	0	17	52	30	0	9	65	26	0	22	52	26	9	17	57	17
CRAWFORD	4																						
CRESCENT	39	10.6	610.0	62-6	56.2	61-6	55.6	5	18	47	29	3	11	68	18	3	8	58	32	0	24	61	16
CROOKED OAK	43	10.0	602.2	53-5	51.4	49-5	49.2	2	28	56	14	0	16	74	9	0	40	53	7	7	26	51	16
CROWDER	40	10.4	607.4	59-5	54.7	57-5	53.5	13	25	63	0	0	23	68	10	0	30	53	18	18	33	43	8
CRUTCHO	36	9.8	601.2	52-5	50.8	47-5	48.5	19	58	22	0	8	31	61	0	6	39	47	8	17	53	25	6
CUSHING	99	10.6	611.1	63-6	57.0	62-6	56.4	19	25	47	8	8	17	65	10	2	24	63	11	13	29	49	8
CUSTER	12	9.6	598.2	48-5	48.9	42-5	45.7	17	33	50	0	0	42	58	0	8	42	50	0	25	17	50	8

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
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FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA											
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
CYRIL	23	9.1	593.0	42-5	45.7	35-4	41.8	13	43	43	0	0	61	39	0	0	35	65	0	9	48	43	0
DAHLONEGAH	11	9.0	591.6	40-5	44.8	33-4	40.4	27	45	27	0	18	55	27	0	0	45	55	0	45	45	9	0
DALE	49	10.2	605.8	57-5	53.6	54-5	52.1	17	29	52	2	2	17	71	10	0	33	63	4	8	31	44	17
DARLINGTON	11	10.1	604.5	56-5	52.8	52-5	51.1	27	18	55	0	18	18	55	9	0	45	55	0	36	45	9	9
DAVENPORT	29	9.5	597.4	47-5	48.4	41-5	45.1	21	31	28	21	3	31	48	17	31	14	48	7	21	31	38	10
DAVIDSON	12	8.8	589.2	37-4	43.1	30-4	39.1	8	58	33	0	0	25	75	0	8	25	67	0	0	42	58	0
DAVIS	62	8.7	587.9	36-4	42.5	28-4	37.5	8	34	49	8	7	38	52	3	7	48	44	2	21	31	38	10
DEER CREEK LAMONT	15	10.2	604.7	56-5	52.9	52-5	51.1	0	0	80	20	0	0	99	0	0	7	80	13	0	7	73	20
DEER CREEK	52	11.3	619.9	73-6	62.5	74-6	63.7	0	0	71	29	0	2	67	31	0	10	67	24	0	10	53	37
DELAWARE	8	8.8	587.8	36-4	42.4	27-4	37.2	0	50	50	0	0	13	88	0	0	50	50	0	0	38	63	0
DENISON	17	10.0	602.0	52-5	51.2	48-5	48.9	6	6	88	0	0	6	76	18	6	18	76	0	0	29	53	18
DEPEW	24	8.2	580.7	28-4	37.9	19-3	31.2	4	33	63	0	0	25	75	0	13	38	46	4	13	38	38	13
DEWAR	19	9.9	601.7	52-5	51.0	48-5	48.6	21	37	37	5	11	42	47	0	11	53	37	0	32	21	42	5

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MAT6 WRITING TEST

STATE OF OKLAHOMA

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LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
DEWEY	71	10.2	605.1	56-5	53.2	53-5	51.5	4	30	59	7	3	23	61	14	0	23	65	13	1	39	52	7
DIBBLE	32	9.8	600.4	51-5	50.3	46-5	47.6	0	56	44	0	0	41	59	0	0	41	47	13	3	66	28	3
DICKSON	76	9.6	598.1	48-5	48.8	42-5	45.8	11	38	41	11	0	32	59	9	9	47	38	5	14	42	37	7
DILL CITY	8	8.0	579.2	27-4	37.1	18-3	30.6	13	63	13	13	13	38	38	13	13	25	50	13	13	25	50	13
DOVER	20	10.2	605.7	57-5	53.7	54-5	51.9	20	30	35	15	25	25	35	15	0	50	40	10	20	15	45	20
DRUMMOND	22	10.2	605.8	57-5	53.6	54-5	52.1	32	14	41	14	14	18	59	9	0	41	41	18	14	14	55	18
DRUMRIGHT	49	9.6	598.7	49-5	49.2	43-5	46.2	6	8	59	27	2	22	69	6	2	22	63	12	10	24	45	20
DUBOIS	5																						
DUKE	7	8.0	577.7	26-4	36.1	16-3	28.8	14	14	71	0	0	57	43	0	0	71	29	0	29	43	14	14
DUNCAN	264	9.8	600.5	51-5	50.3	46-5	47.8	7	29	53	11	3	29	59	10	3	33	57	8	10	28	54	8
DURANT	174	9.9	602.6	53-5	51.7	49-5	49.3	9	20	57	14	3	29	57	11	5	40	45	11	11	36	43	10
DUSTIN	5																						
EAGLETOWN	17	10.9	614.4	67-6	59.1	67-6	59.1	6	41	41	12	0	59	41	0	0	24	65	12	0	53	35	12

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4
EAKLY	11	11.0	615.5	68-6	59.8	68-6	60.0	27	0	55	18	18	45	36	0	18	18	55	9	18	45	36	0
EARLSBORO	16	9.5	596.5	46-5	47.8	40-5	44.4	38	13	13	38	19	38	25	19	0	31	31	38	19	44	31	6
EDMOND	733	10.5	609.2	61-6	55.8	59-5	54.9	5	17	56	22	1	14	63	22	1	18	64	17	8	25	45	23
EL RENO	175	9.7	598.5	48-5	49.0	43-5	46.0	10	23	53	14	3	19	66	11	4	31	58	6	12	26	53	9
ELDORADO	14	8.5	584.9	33-4	40.6	23-4	34.6	21	50	29	0	0	36	64	0	14	36	50	0	0	43	50	7
ELGIN	58	10.1	604.6	56-5	53.0	52-5	51.1	5	24	64	7	0	16	74	10	0	21	74	5	10	33	53	3
ELK CITY	129	10.5	609.9	62-6	56.2	60-6	55.4	7	17	58	18	3	18	53	26	1	12	64	24	8	24	51	17
ELMORE CITY	25	10.7	611.4	63-6	57.1	63-6	56.7	12	28	36	24	0	28	52	20	0	36	44	20	12	48	28	12
EMPIRE	31	10.4	607.9	59-5	55.0	57-5	53.9	13	19	68	0	0	23	74	3	0	16	84	0	10	32	55	3
ENID	449	10.7	611.6	64-6	57.4	63-6	56.8	11	21	47	21	2	16	62	20	2	26	54	17	9	30	44	16
ERICK	15	10.2	605.5	57-5	53.4	54-5	51.9	0	13	73	13	0	20	80	0	0	7	87	7	13	20	53	13
EUFAULA	67	10.0	603.4	54-5	52.1	50-5	50.1	10	27	52	10	4	34	48	13	1	33	61	4	10	36	45	9
FAIRFAX	33	9.6	598.7	49-5	49.3	43-5	46.2	15	30	55	0	6	58	21	15	3	45	42	9	3	48	45	3

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
FAIRLAND	27	10.7	612.4	64-6	57.8	64-6	57.5	0	4	30	67	0	11	33	56	0	15	30	56	0	11	22	67
FAIRVIEW	48	11.7	624.5	77-7	65.3	79-7	67.2	4	13	64	18	4	18	51	27	0	13	67	20	16	24	47	13
FANSHAWE	7	9.2	593.2	42-5	45.9	35-4	41.7	0	14	86	0	0	14	86	0	0	57	43	0	0	57	29	14
FARGO	14	9.5	595.8	45-5	47.3	39-4	43.8	0	7	43	50	0	7	50	43	0	0	64	36	7	29	43	21
FELT	3																						
FILLMORE	6	8.6	586.5	35-4	41.5	25-4	35.7	17	50	33	0	0	17	83	0	17	33	50	0	17	67	17	0
FLETCHER	27	10.5	610.5	63-6	56.8	62-6	56.4	19	19	52	11	15	19	63	4	7	52	33	7	30	26	44	0
Forest Grove	16	9.1	592.0	41-5	44.9	33-4	40.7	6	0	81	13	0	6	81	13	6	50	44	0	6	6	75	13
FORGAN	6	11.0	615.1	68-6	59.5	68-6	59.7	0	50	17	33	0	33	50	17	17	33	33	17	0	50	33	17
FORT COBB	17	9.0	589.8	38-4	43.6	30-4	38.9	6	18	65	12	0	41	59	0	0	47	41	12	0	12	88	0
FORT GIBSON	103	10.0	603.7	55-5	52.3	51-5	50.3	3	22	61	15	0	21	70	10	2	23	64	12	1	21	62	17
FORT SUPPLY	9	10.4	608.0	60-6	55.1	58-5	54.0	0	33	67	0	11	11	78	0	0	44	56	0	0	44	56	0
FORT TOWSON	25	8.8	587.1	35-4	42.0	26-4	36.6	4	12	80	4	8	16	68	8	0	36	48	16	16	36	44	4

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS
MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
FOX	13	10.6	610.6	63-6	56.9	61-6	55.8	23	38	8	31	8	38	54	0	15	46	31	8	15	38	38	8
FOYIL	36	9.5	597.1	47-5	48.3	41-5	44.9	17	47	36	0	19	36	44	0	3	61	36	0	39	28	33	0
FREDERICK	79	10.0	602.3	53-5	51.4	49-5	49.2	10	27	49	13	10	26	53	10	0	25	71	4	13	26	53	8
FREEDOM	8	10.5	608.5	60-6	55.2	59-5	54.4	0	13	63	25	0	0	88	13	0	13	88	0	0	63	25	13
FRIEND	16	10.2	604.8	56-5	53.0	53-5	51.2	7	13	80	0	0	27	73	0	0	20	80	0	20	33	40	7
FRINK CHAMBERS	20	9.4	595.5	45-5	47.2	38-4	43.5	10	15	45	30	0	25	50	25	5	30	40	25	35	25	20	20
GAGE	13	11.2	618.0	70-6	61.3	72-6	62.2	0	31	62	8	0	31	46	23	0	8	62	31	0	38	38	23
GANS	21	10.4	608.4	60-6	55.3	58-5	54.1	14	19	33	33	0	19	67	14	0	14	71	14	0	43	29	29
GARBER	33	9.8	600.8	51-5	50.4	46-5	47.9	30	30	39	0	9	55	36	0	0	42	58	0	33	21	45	0
GARRETT	4																						
GATE	7	9.5	597.4	47-5	48.4	41-5	45.2	0	0	29	71	0	14	43	43	0	0	71	29	0	14	43	43
GEARY	29	11.2	618.1	71-6	61.4	72-6	62.3	24	14	62	0	3	28	66	3	0	14	86	0	34	10	28	28
GENE AUTRY	3																						

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS
MAT6 WRITING TEST

TEST DATE: 02/14/89 GRADE: 07
STATE OF OKLAHOMA NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NCE	STATE MEAN PR-S	NCE	ANALYTIC SCORING BY AREA I 1	2	3	4	II 1	2	3	4	III 1	2	3	4	IV 1	2	3	4
GERONIMO	17	9.0	590.6	39-4	44.1	31-4	39.5	0	41	53	6	0	12	82	6	0	18	82	0	0	35	53	12
GLENCOE	19	9.8	600.8	51-5	50.5	46-5	48.0	5	42	47	5	0	47	53	0	0	47	53	0	0	68	32	0
GLENPOOL	79	10.1	604.3	55-5	52.7	52-5	51.0	4	26	46	24	1	19	74	5	3	38	54	5	3	44	45	9
GLOVER	12	9.0	590.4	39-4	44.1	30-4	39.0	50	33	17	0	0	17	83	0	8	58	33	0	8	67	25	0
GOODLAND	8	9.3	594.8	44-5	46.7	37-4	43.0	13	38	50	0	13	25	63	0	0	75	25	0	25	25	50	0
GOODWELL	14	8.0	579.0	27-4	37.0	17-3	29.9	14	21	36	29	7	14	64	14	21	36	29	14	0	21	64	14
GORE	31	9.8	601.0	51-5	50.6	47-5	48.2	23	26	42	10	0	35	48	16	3	10	68	19	16	19	52	13
GOTEBO	4																						
GOULD	5																						
GRACEMONT	12	9.3	593.6	43-5	45.9	35-4	42.0	33	17	50	0	0	42	58	0	17	42	42	0	25	25	50	0
GRAHAM	9	9.3	594.0	43-5	46.1	36-4	42.3	0	56	33	11	33	22	33	11	11	22	56	11	33	11	44	11
GRAHAM/WELEETKA	17	9.7	599.2	49-5	49.5	44-5	46.6	6	12	82	0	0	12	88	0	0	29	71	0	0	47	41	12
GRAND VIEW/TAHLEQUA	27	9.7	598.5	48-5	49.0	43-5	46.0	0	15	81	4	0	11	78	11	4	19	74	4	4	19	78	0

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
GRANDFIELD	16	7.6	574.0	22-3	33.9	12-3	25.4	0	19	56	25	6	31	63	0	0	69	31	0	0	13	44	44
GRANDVIEW/COMANCHE	5																						
GRANITE	23	9.7	599.9	50-5	50.0	45-5	47.2	0	26	57	17	0	30	52	17	0	39	61	0	0	13	52	35
GRANT	13	10.2	605.4	56-5	53.4	53-5	51.7	23	31	46	0	8	31	62	0	8	46	46	0	23	38	38	0
GREENFIELD	12	10.0	603.4	54-5	52.1	50-5	50.1	8	8	75	8	0	8	67	25	8	17	33	42	0	8	33	58
GREENVILLE	2																						
GROVE	108	9.3	595.0	44-5	46.9	37-4	43.1	8	25	51	16	4	13	72	11	0	38	53	9	11	27	47	15
GROVE/SHAWNEE	19	10.7	611.6	64-6	57.3	63-6	56.7	5	11	68	16	0	21	68	11	0	11	84	5	0	37	47	16
GUM SPRINGS	15	8.6	584.8	33-4	40.5	23-4	34.7	7	47	47	0	0	47	53	0	0	73	27	0	13	27	53	7
GUTHRIE	200	10.8	613.1	65-6	58.2	65-6	58.2	11	21	41	28	5	16	48	31	1	16	52	32	18	23	37	22
GUYMON	126	10.7	611.8	64-6	57.5	63-6	56.8	13	17	53	17	4	12	65	19	2	28	58	13	6	26	52	17
GYPSY	7	11.5	622.4	75-6	64.1	77-7	65.6	0	29	57	14	0	29	71	0	0	0	86	14	14	14	43	29
HAILEYVILLE	24	9.5	596.4	46-5	47.7	40-5	44.4	21	13	38	29	0	29	67	4	21	21	50	8	8	13	67	13

NOTES: PR-S IS OF THE MEAN NCE

ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4
HAMMON	14	9.7	598.6	48-5	49.1	43-5	46.1	14	36	43	7	0	36	57	7	0	36	57	7	29	43	14	14
HANNA	14	10.1	604.0	55-5	52.4	51-5	50.5	0	7	93	0	0	14	86	0	0	36	64	0	7	0	64	29
HARDESTY	9	9.7	600.8	51-5	50.5	47-5	48.3	11	22	56	11	0	22	78	0	11	11	78	0	22	22	56	0
HARMONY	8	8.2	581.2	29-4	38.3	19-3	31.7	0	13	88	0	0	13	88	0	0	63	38	0	0	50	38	13
HARRAH	120	11.9	626.8	79-7	67.0	82-7	69.6	10	13	46	31	4	18	50	29	0	9	70	21	11	32	36	21
HARTSHORNE	56	8.3	582.3	30-4	39.0	20-3	32.5	18	34	46	2	7	36	55	2	5	46	46	2	16	41	32	11
HASKELL	57	8.9	589.9	38-4	43.7	30-4	39.0	9	28	40	23	7	25	51	18	9	42	30	19	26	25	33	16
HAWORTH	42	9.5	596.5	46-5	47.8	40-5	44.3	2	10	86	2	2	29	69	0	0	21	79	0	2	29	62	7
HAYWOOD	12	10.6	610.7	63-6	56.7	61-6	56.1	0	0	67	33	0	0	92	8	0	33	67	0	0	17	58	25
HEALDTON	37	10.1	604.0	55-5	52.5	51-5	50.5	8	22	57	14	11	14	62	14	0	19	54	27	14	30	30	27
HEAVENER	44	10.3	606.6	58-5	54.1	55-5	52.8	5	20	61	14	0	20	73	7	5	20	73	2	9	30	50	11
HELENA GOLTRY	19	10.1	605.2	56-5	53.3	53-5	51.5	0	11	78	11	0	11	89	0	17	17	67	0	0	17	78	6
HENNESSEY	37	9.7	599.4	49-5	49.6	44-5	46.8	0	16	38	46	0	11	46	43	3	35	27	35	5	16	43	35

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA													
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
HENRYETTA	61	11.0	616.1	69-6	60.2	69-6	60.6	2	27	45	27	2	23	57	18	2	20	50	28	8	32	40	20
HILLDALE	116	10.5	609.6	61-6	56.0	60-6	55.2	6	23	51	20	6	13	69	12	2	35	51	12	4	22	46	28
HINTON	34	9.3	595.8	45-5	47.5	39-4	43.9	18	18	50	15	15	21	56	9	3	32	44	21	9	32	59	0
HITCHCOCK	4																						
HOBART	47	9.4	595.1	44-5	47.0	38-4	43.2	11	30	32	28	4	23	55	17	0	53	40	6	15	28	51	6
HODGEN	16	9.4	594.8	44-5	46.7	37-4	43.1	0	44	50	6	13	31	56	0	0	50	50	0	38	44	19	0
HOLDENVILLE	80	11.2	617.8	70-6	61.2	72-6	61.9	8	19	34	39	9	20	39	32	0	13	56	32	16	23	41	20
HOLLIS	49	9.5	596.5	46-5	47.8	40-5	44.3	10	10	69	10	2	19	67	13	0	31	52	17	13	29	42	17
HOLLY CREEK	19	8.8	588.1	36-4	42.5	28-4	37.4	32	16	47	5	26	42	32	0	5	47	47	0	16	37	47	0
HOMINY	46	9.5	596.6	46-5	48.0	40-5	44.5	2	17	57	24	9	15	52	24	0	30	50	20	7	20	46	28
HOOKER PUBLIC	26	9.0	590.6	39-4	44.1	31-4	39.6	8	0	54	38	0	15	46	38	0	23	73	4	4	12	46	38
HOWE	13	9.3	594.4	44-5	46.5	36-4	42.6	0	23	38	38	0	8	54	38	0	8	54	38	0	31	31	38
HUGO	104	8.7	587.2	35-4	42.0	27-4	36.8	9	33	54	5	7	29	59	6	6	45	42	7	10	35	39	16

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA											
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4
HULBERT	20	11.7	624.1	77-7	65.1	79-7	66.6	0	30	65	5	0	10	85	5	0	15	55	30	0	40	60	0
HYDRO	15	9.0	590.6	39-4	44.2	31-4	39.5	7	27	60	7	0	13	53	33	7	73	20	0	0	13	80	7
STILWELL	64	9.2	592.9	42-5	45.6	34-4	41.3	9	22	48	20	6	31	48	14	5	39	39	17	17	23	39	20
IDABEL	98	9.6	597.7	47-5	48.5	41-5	45.4	10	23	52	14	13	27	45	15	6	34	49	11	16	33	43	8
INDIAHOMA	10	9.1	591.3	40-5	44.5	32-4	40.1	0	60	40	0	0	30	70	0	20	80	0	0	20	20	50	10
INDIANOLA	27	9.5	596.3	46-5	47.7	39-4	44.2	0	11	74	15	0	26	67	7	0	33	67	0	0	4	63	33
INOLA	50	10.7	613.1	65-6	58.3	65-6	58.2	4	33	53	10	0	16	57	27	4	18	59	18	10	39	39	12
JAY	81	10.1	604.9	56-5	53.0	53-5	51.3	5	27	57	11	7	28	63	1	0	30	63	7	14	48	30	9
JENKS	490	10.8	613.7	66-6	58.6	66-6	58.6	4	14	58	24	1	10	64	25	1	16	57	26	4	19	56	20
JENNINGS	13	10.8	613.0	65-6	58.0	65-6	58.1	0	15	85	0	0	15	85	0	0	8	92	0	0	85	15	0
JET NASH	11	10.0	602.1	53-5	51.3	48-5	49.0	0	27	64	9	0	9	36	55	0	64	36	0	0	9	55	36
JONES	77	10.2	605.3	56-5	53.4	53-5	51.7	9	21	52	18	0	19	60	21	1	29	62	8	1	34	49	16
JOY	3																						

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES		NATIONAL MEAN		STATE MEAN		ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	PR-S	NCE	PR-S	NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
JUSTICE	7	8.1	580.0	28-4	37.6	18-3	30.3	29	14	57	0	0	14	86	0	14	71	14	0	0	29	71	0
JUSTUS	16	9.8	600.5	50-5	50.2	46-5	47.7	19	19	44	19	0	25	50	25	0	31	63	6	6	6	69	19
KANSAS	32	9.9	601.1	52-5	50.7	46-5	48.1	16	31	47	6	3	38	56	3	0	41	53	6	3	34	50	13
KELLYVILLE	71	9.5	596.9	47-5	48.1	40-5	44.6	15	23	52	10	4	35	51	10	13	46	35	6	8	45	41	6
KENWOOD	18	8.7	587.0	35-4	41.9	26-4	36.4	28	17	33	22	11	17	61	11	0	22	61	17	33	39	28	0
KEOTA	32	8.4	583.7	32-4	39.9	23-4	34.2	25	25	25	25	13	34	38	16	6	28	47	19	19	22	50	9
KETCHUM	21	11.3	619.9	73-6	62.5	75-6	63.9	0	14	38	48	0	10	67	24	0	19	33	48	0	14	57	29
KEYES	9	9.8	601.1	52-5	50.8	46-5	48.1	0	11	89	0	0	11	89	0	0	22	78	0	0	11	89	0
KEYS	26	8.6	585.6	34-4	41.0	25-4	35.5	4	12	77	8	0	23	73	4	0	27	73	0	8	8	65	19
KEYSTONE	29	11.0	615.2	68-6	59.7	68-6	59.9	17	31	52	0	7	38	52	3	0	41	59	0	24	31	45	0
KIEFER	23	9.3	593.9	43-5	46.2	35-4	42.1	4	35	43	17	4	39	43	13	9	52	26	13	4	35	39	22
KINGFISHER	81	10.8	613.1	65-6	58.2	65-6	58.2	7	36	49	7	9	28	58	5	7	27	58	7	15	36	44	5
KINGSTON	58	9.7	599.1	49-5	49.4	44-5	46.5	7	33	44	16	0	21	68	11	0	23	68	9	0	35	53	12

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS
MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
KINTA	17	9.7	598.5	48-5	49.0	43-5	46.1	6	24	65	6	0	0	94	6	0	0	99	0	12	6	71	12
KIOWA	29	10.0	602.4	53-5	51.5	49-5	49.2	0	10	76	14	3	7	79	10	0	17	69	14	3	24	41	31
KONAWA	62	10.4	607.9	59-5	54.9	57-5	53.9	8	11	55	26	5	13	71	11	0	19	73	8	8	27	53	11
KREBS	36	10.1	604.7	56-5	52.9	52-5	51.1	28	28	42	3	11	31	58	0	3	56	42	0	28	31	36	6
KREMLIN HILLSDALE	21	9.6	598.5	49-5	49.1	43-5	46.0	5	14	67	14	0	33	33	33	0	14	71	14	10	19	38	33
LAHOMA	24	10.7	611.3	63-6	57.1	63-6	56.6	0	29	46	25	4	29	58	8	0	13	71	17	4	33	42	21
LANE	13	10.3	606.1	57-5	53.8	54-5	52.2	15	8	77	0	0	23	77	0	0	15	77	8	15	38	31	15
LATTA	32	10.1	604.2	55-5	52.6	52-5	50.8	6	6	81	6	0	19	75	6	0	19	63	19	19	34	34	13
LAVERNE	33	11.0	616.3	69-6	60.4	69-6	60.7	6	24	67	3	3	18	73	6	0	30	61	9	24	21	45	9
LAWTON	844	9.6	598.3	48-5	48.9	42-5	45.8	10	26	53	11	6	22	64	9	4	29	58	8	9	32	49	10
LEACH	13	8.8	588.0	36-4	42.5	28-4	37.4	23	31	31	15	0	38	38	23	15	69	8	8	31	46	8	15
LEEDEY	16	11.0	616.0	68-6	60.0	68-6	59.7	6	0	88	6	6	19	63	13	6	13	63	19	19	13	38	31
LEFLORE	22	8.5	585.7	34-4	41.1	25-4	35.6	23	36	41	0	0	77	23	0	9	23	68	0	23	55	14	9

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS
MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES		NATIONAL MEAN		STATE MEAN		ANALYTIC SCORING BY AREA													
		MEAN RS	MEAN SS	PR-S	NCE	PR-S	NCE	I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4
LENAPAH	8	7.7	574.7	23-4	34.2	13-3	26.4	13	50	38	0	13	63	25	0	0	63	38	0	38	50	13	0
LEON	8	8.7	586.8	35-4	41.7	26-4	36.4	0	63	38	0	0	13	88	0	0	38	50	13	0	63	38	0
LEONARD	4																						
LEXINGTON	48	10.4	608.0	60-6	55.0	57-5	53.8	6	38	42	15	0	33	48	19	0	33	48	19	8	38	40	15
LIBERTY/MOUNDS	23	11.2	618.7	71-6	61.8	73-6	62.8	0	5	81	14	0	10	71	19	0	19	62	19	0	5	76	19
LIBERTY/MULDROW	35	9.7	598.7	49-5	49.2	43-5	46.1	14	54	29	3	6	49	40	6	11	29	57	3	23	51	23	3
LINDSAY	66	10.4	608.5	60-6	55.5	58-5	54.1	9	14	58	20	2	33	52	14	0	35	53	12	5	52	30	14
LITTLE AXE	92	10.4	608.1	60-6	55.1	58-5	53.9	11	27	49	13	10	20	64	7	2	26	63	9	20	26	45	10
LOCUST GROVE	86	9.7	599.7	50-5	49.8	44-5	47.0	16	29	34	21	6	20	59	15	0	23	62	15	16	27	44	13
LOMEGA	11	10.6	610.2	62-6	56.4	61-6	55.7	9	18	73	0	0	18	64	18	0	36	55	9	27	9	64	0
LONE GROVE	73	9.1	593.2	42-5	45.8	35-4	41.9	15	22	60	3	18	14	67	1	6	19	68	7	17	26	50	7
LONE STAR	46	9.3	593.9	43-5	46.2	36-4	42.2	4	46	48	2	2	39	57	2	4	35	59	2	20	41	37	2
LONE WOLF	10	10.8	613.5	66-6	58.4	66-6	58.3	22	33	44	0	22	22	56	0	0	56	44	0	22	22	44	11

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS
MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA													
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4
LONGDALE	3																						
LOOKEBA SICKLES	20	11.4	620.2	73-6	62.7	75-6	64.2	10	5	60	25	0	15	65	20	0	0	75	25	15	10	55	20
LOST CITY	21	8.6	585.8	34-4	41.2	25-4	35.7	29	24	48	0	19	52	29	0	10	43	48	0	43	29	29	0
LOWREY	19	11.2	618.7	72-6	61.9	73-6	62.9	5	11	58	26	0	21	74	5	0	32	53	16	5	26	58	11
LUKFATA	22	10.1	603.8	55-5	52.3	51-5	50.5	0	5	59	36	0	5	45	50	0	23	59	18	0	18	59	23
LUTHER	50	10.4	607.6	59-5	54.8	57-5	53.5	16	22	36	26	8	32	46	14	0	12	72	16	20	22	40	18
MACOMB	26	8.8	588.8	37-4	43.0	28-4	37.9	12	28	44	16	4	24	52	20	12	40	32	16	8	52	28	12
MADILL	66	9.1	592.3	41-5	45.2	34-4	41.0	17	18	44	21	3	24	50	23	9	33	44	14	18	29	42	11
MANGUM	49	9.7	599.0	49-5	49.5	44-5	46.4	0	6	71	22	0	10	76	14	0	14	65	20	2	16	53	29
MANITOU	6	10.8	612.8	65-6	58.0	64-6	57.8	0	0	99	0	17	0	83	0	0	0	99	0	17	17	33	33
MANNFORD	99	10.2	605.9	57-5	53.7	54-5	52.2	8	35	52	5	2	29	63	6	8	35	49	7	7	47	38	7
MANNSVILLE	11	11.9	626.8	79-7	66.8	82-7	69.5	0	9	27	64	9	18	27	45	0	9	36	55	9	27	27	36
MAPLE	8	11.2	618.6	71-6	61.7	73-6	62.6	13	13	75	0	13	25	63	0	0	25	63	13	13	63	25	0

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES		NATIONAL MEAN		STATE MEAN		ANALYTIC SCORING BY AREA													
		MEAN RS	MEAN SS	PR-S	NCE	PR-S	NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
MARBLE CITY	16	9.0	590.6	39-4	44.2	31-4	39.5	25	6	56	13	13	50	38	0	19	38	38	6	25	38	38	0
MARIETTA	59	10.6	610.8	63-6	56.8	61-6	55.9	7	21	46	25	4	30	38	29	9	30	43	18	21	21	29	29
MARLAND	10	10.4	607.3	59-5	54.5	56-5	53.3	20	20	60	0	10	70	20	0	0	50	40	10	30	60	10	0
MARLOW	85	11.4	621.5	74-6	63.7	76-6	64.8	7	15	59	19	2	8	68	21	1	22	51	26	6	27	52	15
MARTHA	5																						
MARYETTA	29	9.7	599.1	49-5	49.5	44-5	46.6	17	14	52	17	14	21	62	3	0	24	69	7	24	41	28	7
MASON	10	8.7	586.1	34-4	41.3	25-4	35.8	10	20	70	0	10	30	60	0	0	30	70	0	0	50	50	0
MAUD	28	10.7	612.2	64-6	57.6	64-6	57.4	0	21	39	39	0	21	61	18	0	18	64	18	25	36	21	18
MAYSVILLE	35	10.1	603.8	55-5	52.4	51-5	50.4	6	20	71	3	0	14	83	3	0	23	74	3	6	40	46	9
MCALESTER	148	9.9	602.1	53-5	51.3	49-5	49.1	11	27	47	15	7	20	59	14	2	24	64	9	14	26	45	16
MCCURTAIN	10	9.7	598.2	48-5	48.8	42-5	45.8	0	40	50	10	0	40	60	0	0	90	10	0	0	60	40	0
MCLISH	13	9.6	597.3	47-5	48.3	41-5	45.0	0	38	62	0	0	8	69	23	8	15	69	8	0	15	62	23
MCLOUD	120	9.8	601.3	52-5	50.8	47-5	48.3	18	24	55	3	4	39	53	3	8	47	42	3	14	42	42	2

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS
MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4
MEDFORD	17	10.6	610.2	62-6	56.4	61-6	55.8	0	13	63	25	0	25	63	13	0	0	88	13	0	19	63	19
MEDICINE PARK	4																						
MEEKER	46	9.1	591.9	41-5	45.0	33-4	40.6	9	11	70	9	5	14	75	7	2	14	80	5	5	27	57	11
MERRITT	25	10.0	602.4	53-5	51.6	49-5	49.4	0	28	56	16	12	16	52	20	0	36	48	16	16	24	48	12
MIAMI	166	10.1	604.3	55-5	52.7	52-5	50.8	13	26	44	17	5	25	60	10	3	31	57	8	12	26	46	16
MIDDLEBERG	6	10.0	602.0	52-5	51.1	48-5	48.9	0	0	17	83	0	0	33	67	0	0	67	33	0	0	83	17
MIDWAY	13	9.6	598.2	48-5	48.8	42-5	45.7	0	15	31	54	0	15	31	54	0	15	46	38	0	8	38	54
MIDWEST CITY DEL	899	10.6	610.4	62-6	56.6	61-6	55.9	6	22	51	21	2	20	58	20	2	22	57	19	7	28	46	19
MILBURN	15	8.8	587.0	35-4	41.8	26-4	36.6	0	33	67	0	7	40	53	0	0	53	47	0	20	27	47	7
MILFAY D 1	8	10.6	611.2	64-6	57.4	62-6	56.4	0	0	63	38	0	0	75	25	13	13	50	25	0	0	75	25
MILL CREEK	13	10.3	607.6	59-5	54.8	57-5	53.4	0	8	31	62	0	23	46	31	0	0	77	23	8	15	38	38
MILLWOOD	82	9.8	600.0	50-5	50.0	45-5	47.3	11	27	54	7	9	27	60	4	1	27	70	1	12	48	36	4
MINCO	26	11.3	620.0	73-6	62.6	74-6	63.3	4	8	50	38	0	12	54	35	4	15	58	23	8	23	35	35

NOTES: PR-S IS OF THE MEAN NCE
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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	ANALYTIC SCORING BY AREA I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4
MINGO	11	8.1	579.6	28-4	37.4	18-3	30.3	9	45	45	0	0	18	82	0	0	36	64	0	0	27	73	0
MOFFETT	6	8.3	581.3	29-4	38.2	20-3	31.9	0	67	33	0	0	67	33	0	0	50	33	17	0	83	17	0
MONROE	19	9.8	601.3	52-5	51.0	47-5	48.4	5	16	58	21	0	5	58	37	0	37	53	11	5	5	63	26
MOORE	1057	10.2	606.1	57-5	53.9	55-5	52.4	9	27	50	13	4	23	66	8	3	35	54	7	12	31	47	10
MOORELAND	38	9.5	596.1	46-5	47.6	39-4	44.1	3	26	66	5	3	29	63	5	0	50	45	5	11	32	47	11
MORRIS	52	9.3	594.3	44-5	46.4	36-4	42.6	6	35	43	16	6	16	63	16	8	33	53	6	10	27	49	14
MORRISON	25	10.3	606.3	57-5	53.9	55-5	52.5	0	4	80	16	0	4	84	12	0	8	48	44	0	24	48	28
MOSELEY	17	9.2	593.6	43-5	46.0	36-4	42.2	6	18	47	29	6	18	65	12	12	35	35	18	18	0	76	6
MOSS	21	10.3	606.4	58-5	54.0	55-5	52.5	0	24	67	10	10	33	52	5	0	38	62	0	5	48	38	10
MOTON	6	9.6	598.6	49-5	49.3	43-5	46.4	0	33	50	17	0	67	33	0	0	50	50	0	0	67	33	0
MOUNDS	48	8.9	589.5	38-4	43.4	29-4	38.5	2	21	56	21	2	25	56	17	4	42	40	15	4	31	56	8
MOUNTAIN VIEW	19	9.0	590.6	39-4	44.2	31-4	39.5	11	26	53	11	11	21	63	5	11	16	63	11	16	26	53	5
MOYERS	4																						

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS
MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
MULDROW	75	9.1	591.5	40-5	44.7	32-4	40.1	4	24	72	0	0	15	81	4	4	35	55	7	8	36	49	7
MULHALL ORLANDO	16	11.0	615.8	68-6	59.9	69-6	60.4	0	6	88	6	6	25	56	13	0	6	88	6	6	44	44	6
MUSKOGEE	435	9.7	599.4	49-5	49.6	44-5	46.8	13	31	42	14	6	32	50	12	3	34	53	10	12	32	40	16
MUSTANG	369	10.2	605.5	57-5	53.4	54-5	51.8	3	15	47	34	1	11	59	29	1	11	66	22	3	16	50	32
NASHOBA	5																						
NAVAJO	24	11.1	617.2	70-6	60.9	71-6	61.6	0	17	75	8	0	8	67	25	0	17	42	42	0	17	75	8
NEW LIMA	29	10.5	609.3	61-6	55.8	59-5	54.9	7	21	59	14	0	31	66	3	0	3	86	10	0	31	52	17
NEWCASTLE	72	10.5	609.1	61-6	55.8	59-5	54.8	15	26	44	14	3	35	50	13	1	36	51	11	14	31	49	7
NEWKIRK	43	8.9	590.3	39-4	44.0	31-4	39.8	16	42	35	7	19	30	42	9	14	42	37	7	33	28	30	9
NINNEKAH	36	10.1	604.8	56-5	53.1	53-5	51.3	0	31	69	0	0	42	56	3	0	17	75	8	0	50	44	6
NOBLE	134	10.0	602.7	53-5	51.7	49-5	49.6	16	21	43	20	3	26	47	24	3	28	46	23	14	34	37	14
NOBLETOWN	2																						
NORMAN	695	10.9	614.2	67-6	59.0	67-6	59.0	6	13	53	27	3	15	59	23	3	24	55	18	10	20	50	20

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	ANALYTIC SCORING BY AREA I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4
NORTH ROCK ELEM	30	10.3	606.6	58-5	54.1	55-5	52.7	0	17	76	7	0	14	76	10	3	28	59	10	0	21	72	7
NORWOOD	13	8.4	583.3	31-4	39.7	22-3	33.4	8	38	54	0	0	46	54	0	8	46	46	0	8	46	46	0
NOWATA	77	9.6	597.6	47-5	48.5	41-5	45.3	12	21	49	18	1	30	56	13	6	40	39	14	14	27	44	14
NUYAKA	6	11.1	617.1	70-6	60.8	71-6	61.7	17	17	33	33	0	33	50	17	0	17	67	17	0	50	0	50
OAK GROVE	14	12.6	636.3	86-7	73.0	91-8	77.6	7	43	43	7	0	14	79	7	0	14	86	0	0	57	43	0
OAKDALE	25	10.5	608.8	61-6	55.5	59-5	54.5	8	32	56	4	0	16	68	16	0	36	56	8	0	44	40	16
OAKS MISSION	26	9.3	594.0	43-5	46.3	36-4	42.2	8	35	46	12	4	8	73	15	0	50	42	8	12	19	65	4
OILTON	18	9.8	602.5	53-5	51.5	50-5	49.9	22	22	56	0	11	44	44	0	17	28	56	0	22	44	28	6
OKARCHE	19	12.4	634.1	85-7	71.6	89-8	75.8	0	0	37	63	0	16	42	42	0	0	5	95	5	21	37	37
OKAY	30	8.7	586.9	35-4	41.8	26-4	36.3	13	13	67	7	3	10	73	13	13	40	47	0	17	30	53	0
OKEENE	15	11.1	616.7	69-6	60.4	70-6	61.1	0	33	67	0	0	27	73	0	0	0	87	13	0	7	87	7
OKEMAH	49	10.0	602.3	53-5	51.5	49-5	49.3	6	41	51	2	0	31	65	4	0	37	59	4	14	37	47	2
OKLAHOMA CITY	11828	9.3	594.7	44-5	46.7	37-4	42.9	18	32	39	12	9	29	53	9	6	38	49	7	17	36	36	11

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA											
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
OKMULGEE	147	10.1	605.1	56-5	53.3	53-5	51.5	7	27	50	16	5	28	49	17	6	35	49	10	7	35	47	11
OKTAHA	27	10.8	613.5	66-6	58.5	66-6	58.5	7	19	48	26	4	15	56	26	0	7	63	30	11	30	33	26
OLIVE	27	9.9	601.6	52-5	50.9	48-5	48.7	4	33	33	30	4	19	63	15	0	33	63	4	19	22	52	7
OLNEY	11	9.0	590.3	39-4	43.9	31-4	39.3	36	18	45	0	27	36	36	0	0	64	36	0	0	73	27	0
OLUSTEE	15	8.0	578.6	26-4	36.7	17-3	29.6	0	73	27	0	0	73	27	0	7	27	67	0	13	60	27	0
ONEY	8	9.0	590.0	39-4	43.9	30-4	38.8	0	50	38	13	0	38	50	13	0	63	25	13	0	63	38	0
OOLOGAH TALALA	88	9.0	590.6	39-4	44.1	31-4	39.5	11	25	57	7	8	25	60	7	6	23	69	2	9	38	41	13
OSAGE	12	10.5	608.5	60-6	55.2	58-5	54.3	0	25	58	17	8	8	75	8	0	0	67	33	25	8	58	8
OWASSO	323	10.6	611.1	63-6	57.0	62-6	56.1	5	21	47	27	2	21	50	27	7	25	47	20	6	28	44	21
PADEN	21	9.4	596.0	46-5	47.5	39-4	43.9	14	38	43	5	14	19	62	5	5	24	67	5	14	48	33	5
PANAMA	41	10.9	614.4	67-6	59.0	67-6	59.3	15	41	39	5	2	44	41	12	5	56	37	2	2	37	61	0
PANOLA	24	10.2	605.0	56-5	53.2	53-5	51.4	0	33	63	4	0	25	75	0	0	25	75	0	4	63	33	0
PAOLI	20	9.7	598.6	48-5	49.1	43-5	46.1	15	25	55	5	0	40	55	5	0	50	40	10	45	20	20	15

NOTES: PR-S IS OF THE MEAN NCE
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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

LIST OF AVERAGES

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA											
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
PAULS VALLEY	83	9.8	600.1	50-5	50.1	45-5	47.2	4	25	57	14	1	24	70	5	14	18	59	8	2	28	55	14
PAWHUSKA	57	8.2	580.7	29-4	38.0	19-3	31.5	5	28	67	0	2	18	77	4	2	49	47	2	21	30	44	5
PAWNEE	55	9.8	600.1	50-5	50.0	45-5	47.3	4	20	62	15	2	20	64	15	2	33	60	5	13	27	51	9
PEAVINE	10	11.2	617.6	70-6	61.0	71-6	61.8	0	30	60	10	0	20	80	0	0	0	70	30	0	50	50	0
PECKHAM	6	12.3	632.3	84-7	70.6	87-7	73.5	0	17	67	17	0	0	67	33	0	0	33	67	0	17	83	0
PEGGS	19	10.3	606.5	58-5	54.1	55-5	52.6	5	42	53	0	0	37	63	0	0	5	95	0	5	37	42	16
PERKINS TRYON	63	9.5	597.5	47-5	48.5	41-5	45.3	5	33	51	11	0	19	63	17	10	13	60	17	8	29	54	10
PERNELL	12	11.9	626.9	79-7	67.1	82-7	69.4	0	42	58	0	0	17	75	8	0	33	67	0	0	25	67	8
PERRY	92	10.5	609.6	61-6	56.0	60-6	55.2	4	19	60	16	3	[illegible]	66	12	4	30	57	9	16	35	40	9
PICHER CARDIN	25	9.2	592.1	41-5	45.0	33-4	40.8	4	29	50	17	4	21	46	29	0	25	58	17	13	25	42	21
PICKETT CENTER	7	10.5	609.4	61-6	55.8	60-6	55.0	14	43	29	14	0	29	43	29	0	14	86	0	0	14	86	0
PIEDMONT	70	9.6	597.9	48-5	48.7	42-5	45.5	6	27	56	11	6	34	56	4	4	39	46	11	16	40	33	11
PIONEER	15	10.7	611.5	63-6	57.1	63-6	56.8	0	27	67	7	0	7	93	0	0	47	40	13	0	40	60	0

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS
MAT6 WRITING TEST

TEST DATE: 02/14/89 GRADE: 07
STATE OF OKLAHOMA NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	ANALYTIC SCORING BY AREA I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4
PIONEER PLEASANT VA	81	10.5	609.2	61-6	55.7	59-5	54.9	0	23	77	0	0	10	87	3	0	26	61	13	0	32	65	3
PITTSBURG	8	9.6	597.6	47-5	48.5	41-5	45.3	13	0	38	50	0	0	88	13	0	0	88	13	13	13	25	50
PLAINVIEW SD/ARDMOR	62	9.8	600.4	51-5	50.3	46-5	47.6	5	13	66	16	2	24	69	5	2	32	56	10	3	23	61	13
PLAINVIEW/TEXHOMA	2																						
PLEASANT GRV/SEMINO	10	7.8	575.2	23-4	34.5	14-3	26.8	30	30	40	0	0	40	60	0	10	30	60	0	20	30	50	0
PLEASANT GRV/SHAWNE	17	10.1	603.6	54-5	52.2	51-5	50.2	12	24	59	6	0	6	76	18	0	41	41	18	18	18	59	6
POCOLA	55	10.4	607.9	59-5	55.0	57-5	53.8	29	24	36	11	15	31	45	9	2	40	47	11	33	20	33	15
PONCA CITY	414	10.3	607.2	59-5	54.5	56-5	53.2	6	25	51	18	4	20	59	17	3	24	57	16	12	26	46	17
POND CREEK HUNTER	23	10.4	607.9	60-6	55.0	57-5	53.8	4	17	70	9	22	17	43	17	0	43	57	0	4	35	57	4
PORTER	32	9.1	593.0	42-5	45.7	36-4	42.2	13	34	47	6	22	13	56	9	13	28	56	3	38	25	28	9
PORUM	32	8.9	592.3	41-5	45.3	35-4	41.8	34	28	38	0	22	44	25	9	28	34	38	0	25	41	31	3
POTEAU	105	10.0	602.8	53-5	51.7	49-5	49.6	6	17	65	12	2	18	70	10	1	22	71	6	9	30	46	16
PRAGUE	43	9.7	599.6	50-5	49.8	44-5	46.9	3	31	37	29	2	34	34	31	0	35	45	19	15	21	48	16

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
PRESTON	20	8.7	586.4	34-4	41.5	25-4	36.0	10	20	70	0	0	15	75	10	0	65	35	0	20	25	45	10
PRETTY	13	9.2	592.2	41-5	45.0	33-4	40.9	0	23	62	15	0	0	92	8	0	8	92	0	0	8	69	23
PROGRESSIVE	5																						
PRUE	31	9.8	600.4	51-5	50.2	46-5	47.6	6	23	52	19	0	26	71	3	0	39	61	0	13	19	48	19
PRYOR	158	10.8	613.1	65-6	58.2	65-6	58.0	5	27	50	18	0	23	59	18	0	17	70	13	4	30	44	22
PURCELL	65	10.9	614.2	67-6	58.9	67-6	59.0	5	20	63	12	0	12	86	2	0	25	69	6	5	29	52	14
PUTNAM CITY	1081	10.5	609.7	62-6	56.2	60-6	55.3	7	22	47	25	2	14	59	25	2	21	55	23	7	23	47	23
QUAPAW	47	9.6	598.4	48-5	48.9	42-5	45.9	15	28	53	4	9	36	51	4	6	43	49	2	15	34	38	13
QUINTON	30	9.9	601.2	52-5	50.8	47-5	48.3	3	33	50	13	10	27	43	20	20	30	33	17	3	33	50	13
RALSTON	5																						
RATTAN	29	9.5	597.2	47-5	48.2	40-5	44.8	21	45	28	7	7	41	48	3	7	62	28	3	10	41	45	3
RAVIA	8	8.2	580.2	28-4	37.6	18-3	31.0	0	50	50	0	0	38	38	25	0	88	13	0	13	38	38	13
RED OAK	12	10.5	608.6	60-6	55.4	58-5	54.3	0	50	42	8	0	25	75	0	0	25	75	0	8	42	50	0

NOTES: PR-S IS OF THE MEAN NCE
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METROPOLITAN ACHIEVEMENT TESTS
MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES		NATIONAL MEAN		STATE MEAN		ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	PR-S	NCE	PR-S	NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
RED ROCK	9	10.5	609.3	61-6	55.9	60-6	55.1	0	33	56	11	0	22	78	0	0	67	22	11	0	33	67	0
RINGLING	36	10.0	603.3	54-5	52.1	50-5	49.9	11	28	47	14	6	31	50	14	8	25	53	14	22	14	44	19
RINGWOOD	19	11.9	627.5	79-7	67.3	82-7	69.3	0	26	63	11	0	0	99	0	5	11	74	11	0	42	58	0
RIPLEY	36	9.2	592.8	42-5	45.5	34-4	41.2	6	31	47	17	3	19	69	8	0	47	42	11	14	39	25	22
RIVERSIDE	11	9.2	593.3	42-5	45.8	35-4	41.8	27	18	55	0	9	18	73	0	0	55	45	0	27	36	36	0
ROBIN HILL	14	11.0	615.4	68-6	59.8	68-6	59.8	0	15	69	15	0	38	62	0	0	15	54	31	0	54	46	0
ROCKY MOUNTAIN	11	10.0	602.0	52-5	51.2	48-5	49.0	0	45	36	18	0	27	64	9	9	64	18	9	82	0	9	9
ROFF	16	10.0	602.1	53-5	51.2	48-5	49.0	13	7	20	60	0	20	47	33	0	7	47	47	0	27	27	47
ROLAND	73	9.8	600.9	51-5	50.5	46-5	48.0	4	25	54	17	3	26	68	3	1	32	58	8	6	26	42	26
ROOSEVELT	11	10.0	603.4	54-5	52.1	50-5	50.1	0	27	73	0	0	18	82	0	0	18	82	0	0	27	64	9
RUSH SPRINGS	26	10.6	611.0	63-6	56.8	62-6	56.4	12	4	62	23	12	4	62	23	0	23	62	15	19	4	46	31
RYAL	9	9.2	593.1	42-5	45.6	34-4	41.2	33	22	33	11	11	56	22	11	0	56	44	0	22	22	44	11
RYAN	20	8.0	579.2	27-4	37.0	18-3	30.4	20	25	30	25	0	15	75	10	10	65	20	5	15	25	45	15

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
SALINA	48	9.7	598.7	49-5	49.1	43-5	46.2	13	27	50	10	2	33	56	8	13	35	48	4	6	38	44	13
SALLISAW	118	9.4	595.2	44-5	47.0	38-4	43.3	7	25	60	8	3	26	68	3	4	20	65	10	8	34	43	14
SAND SPRINGS	380	9.6	598.3	48-5	48.9	42-5	45.8	5	28	51	16	2	21	66	12	2	31	57	10	9	31	46	14
SAPULPA	247	9.9	602.0	53-5	51.3	48-5	48.8	3	23	53	21	1	17	63	19	1	30	48	21	2	37	43	17
SASAKWA	20	8.9	589.1	38-4	43.2	29-4	38.2	0	10	50	40	0	15	55	30	5	40	50	5	0	30	50	20
SAVANNA	20	8.4	583.6	31-4	39.8	22-3	33.4	20	20	50	10	5	30	65	0	10	40	50	0	20	25	30	25
SAYRE	43	9.3	595.3	45-5	47.1	38-4	43.5	2	19	74	5	7	26	53	14	16	49	30	5	2	30	58	9
SCHULTER	6	9.6	598.3	48-5	49.0	42-5	45.8	50	17	33	0	17	50	33	0	0	83	17	0	50	17	33	0
SCHWARTZ	23	9.8	600.9	51-5	50.5	46-5	48.0	9	22	65	4	0	30	70	0	0	30	57	13	13	17	61	9
SEILING	44	10.0	602.3	53-5	51.3	49-5	49.3	18	11	55	16	5	16	73	7	0	34	50	16	2	30	64	5
SEMINOLE	107	10.4	608.2	60-6	55.1	57-5	53.8	10	20	45	25	5	17	65	13	2	22	66	10	9	33	37	21
SENTINEL	24	10.4	608.3	60-6	55.2	58-5	54.1	17	29	38	17	13	33	42	13	4	58	33	4	21	21	46	13
SEQUOYAH	62	8.2	580.9	29-4	38.1	19-3	31.6	8	23	66	3	6	34	56	3	5	52	40	3	13	23	50	15

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS
MAT6 WRITING TEST

TEST DATE: 02/14/89 GRADE: 07
STATE OF OKLAHOMA NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA													
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
SHADY GROVE	17	10.0	602.8	53-5	51.8	49-5	49.4	6	18	41	35	0	6	71	24	0	35	59	6	12	24	47	18
SHADY POINT	18	10.6	610.7	63-6	56.8	62-6	56.2	11	33	50	6	6	50	39	6	6	44	44	6	11	28	56	6
SHARON MUTUAL	16	8.9	588.8	37-4	43.1	28-4	38.0	0	38	44	19	0	25	63	13	0	75	25	0	0	13	44	44
SHATTUCK	26	10.8	613.1	65-6	58.3	65-6	58.0	4	27	50	19	0	19	65	15	0	4	88	8	4	42	31	23
SHAWNEE	240	9.8	600.6	51-5	50.4	46-5	47.8	12	30	47	11	5	29	58	8	5	37	53	5	14	34	43	9
SHIDLER	23	8.2	581.5	29-4	38.5	20-3	32.2	17	35	43	4	13	30	52	4	4	17	74	4	0	43	43	13
SILO	31	9.8	600.5	51-5	50.2	46-5	47.7	10	16	52	23	16	13	45	26	0	16	58	26	16	26	42	16
SKELLY	3																						
SKIATOOK	98	10.4	608.4	60-6	55.3	58-5	54.1	6	24	50	19	5	26	58	11	1	28	58	13	4	39	50	7
SMITHVILLE	22	9.4	595.5	45-5	47.2	38-4	43.5	18	5	73	5	9	23	68	0	0	45	55	0	36	14	45	5
SNYDER	35	10.4	608.4	60-6	55.2	58-5	54.2	0	23	43	34	0	20	49	31	0	6	57	37	11	31	26	31
SOPER	19	9.1	591.8	40-5	44.9	33-4	40.5	5	16	74	5	5	16	68	11	16	42	42	0	5	5	63	26
SOUTH COFFEYVILLE	18	9.2	593.1	42-5	45.7	34-4	41.5	11	22	67	0	6	28	67	0	0	33	67	0	11	33	44	11

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA													
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4
SOUTH ROCK CREEK	25	10.6	610.9	63-6	56.8	62-6	56.4	0	20	28	52	0	12	36	52	4	8	40	48	0	8	40	52
SOUTHSIDE	11	9.8	600.0	50-5	49.9	45-5	47.4	9	36	45	9	0	9	82	9	0	27	73	0	0	27	55	18
SPARKS	12	10.0	602.0	53-5	51.2	48-5	49.0	0	17	50	33	0	17	50	33	0	50	42	8	0	42	33	25
SPAVINAW	13	10.2	605.0	56-5	53.1	53-5	51.4	15	15	23	46	0	15	77	8	0	15	69	15	23	23	31	23
SPERRY	54	10.6	610.3	62-6	56.4	61-6	55.8	2	30	50	19	0	20	63	17	0	15	63	22	2	39	54	6
SPIRO	97	10.1	604.4	55-5	52.8	52-5	51.0	7	18	52	23	3	16	60	21	2	34	46	18	13	20	54	14
SPRINGER	14	11.0	616.0	68-6	60.0	69-6	60.4	7	36	57	0	0	21	71	7	0	57	43	0	14	29	50	7
ST LOUIS	3																						
STERLING	27	8.5	584.2	32-4	40.2	23-4	34.4	7	15	78	0	0	11	81	7	11	63	26	0	0	19	74	7
STIDHAM	7	8.0	579.2	27-4	37.1	18-3	30.6	29	43	29	0	14	29	57	0	29	29	29	14	29	29	43	0
STIGLER	81	9.7	599.1	49-5	49.4	44-5	46.5	5	20	73	2	2	21	70	6	0	25	68	7	6	41	41	12
STILLWATER	286	10.5	609.5	61-6	56.0	60-6	55.1	4	16	53	28	1	11	66	22	1	23	56	20	7	20	47	26
STONEWALL	39	9.9	602.0	53-5	51.2	48-5	48.9	0	23	77	0	5	36	59	0	0	15	77	8	10	36	54	0

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METROPOLITAN ACHIEVEMENT TESTS
MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES		NATIONAL MEAN		STATE MEAN		ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	PR-S	NCE	PR-S	NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
STONY POINT	7	9.0	590.1	39-4	43.9	30-4	39.0	0	14	71	14	0	43	43	14	0	29	71	0	14	43	43	0
STRAIGHT	3																						
STRATFORD	24	10.6	611.1	63-6	57.0	62-6	56.3	17	35	43	4	17	57	26	0	0	30	65	4	22	57	17	4
STRINGTOWN	14	9.3	594.2	43-5	46.4	36-4	42.5	7	0	86	7	14	7	79	0	0	21	79	0	0	50	43	7
STROTHER	21	10.9	614.4	67-6	59.0	67-6	59.2	10	14	71	5	0	24	62	14	0	62	33	5	0	38	57	5
STROUD	42	9.1	591.3	40-5	44.6	32-4	40.1	33	29	33	5	21	33	38	7	7	38	50	5	40	26	26	7
STUART	14	12.5	634.5	85-7	71.7	88-7	74.5	0	50	43	7	0	7	79	14	7	36	50	7	0	36	36	29
SULPHUR	97	10.0	603.0	54-5	51.9	50-5	49.8	10	22	55	13	5	21	68	6	3	35	53	9	8	28	53	11
SWEETWATER	9	8.1	579.4	27-4	37.2	18-3	30.3	22	44	22	11	22	44	22	11	11	33	44	11	67	0	22	11
SWINK	10	11.2	617.7	70-6	61.1	71-6	61.7	20	60	10	10	30	40	30	0	0	40	50	10	20	60	20	0
TAHLEQUAH	163	9.9	602.1	53-5	51.3	48-5	49.0	4	20	56	20	6	21	54	20	3	25	56	17	7	27	44	21
TALIHINA	30	10.4	608.1	60-6	55.1	57-5	53.9	3	17	70	10	0	53	40	7	0	37	60	3	0	50	43	7
TALOGA	18	10.7	612.6	65-6	58.1	64-6	57.7	0	6	67	28	0	0	78	22	0	28	28	44	0	11	61	28

NOTES: PR-S IS OF THE MEAN NCE
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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	ANALYTIC SCORING BY AREA I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4
TANNEHILL	10	10.6	610.6	62-6	56.6	61-6	56.1	11	11	78	0	0	33	67	0	0	0	99	0	0	22	67	11
TECUMSEH	106	10.4	607.8	59-5	54.9	57-5	53.7	7	22	44	27	2	21	63	14	2	21	71	6	6	17	52	25
TEMPLE	13	11.3	620.0	73-6	62.6	74-6	63.8	0	46	46	8	0	15	77	8	0	31	69	0	0	46	46	8
TENKILLER	17	9.3	594.2	44-5	46.4	36-4	42.5	0	35	65	0	0	12	88	0	18	59	24	0	0	53	41	6
TERRAL	9	9.3	593.7	43-5	46.0	36-4	42.1	22	33	44	0	0	44	56	0	0	44	56	0	33	56	11	0
THACKERVILLE	20	9.2	592.9	42-5	45.5	34-4	41.4	0	20	50	30	10	30	55	5	0	30	65	5	25	10	40	25
THOMAS	30	10.0	602.3	53-5	51.5	49-5	49.2	7	33	50	10	10	30	53	7	7	57	33	3	7	50	40	3
TIAWAH	7	11.8	626.1	78-7	66.4	82-7	68.8	29	14	57	0	0	29	71	0	0	0	0	99	14	43	29	14
TIPTON	23	8.7	587.7	36-4	42.3	27-4	37.0	4	9	78	9	4	13	83	0	4	35	52	9	4	26	57	13
TISHOMINGO	54	11.4	621.3	74-6	63.5	76-6	65.0	4	17	59	20	9	20	46	24	2	9	70	19	11	24	43	22
TOM	7	9.5	599.2	49-5	49.7	42-5	45.8	0	14	86	0	0	29	71	0	0	29	71	0	0	14	86	0
TONKAWA	54	10.0	602.3	53-5	51.4	49-5	49.3	4	28	59	9	4	13	74	9	0	15	72	13	9	15	63	13
TULSA	2189	9.6	598.7	49-5	49.2	43-5	46.2	15	28	47	10	7	31	51	12	7	36	47	10	13	33	44	10

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METROPOLITAN ACHIEVEMENT TESTS
MAT6 WRITING TEST

TEST DATE: 02/14/89 GRADE: 07
STATE OF OKLAHOMA NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA											
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
TUPELO	22	8.5	584.2	32-4	40.2	23-4	34.0	14	32	55	0	5	32	64	0	0	32	68	0	14	27	55	5
TURNER	22	9.2	593.7	43-5	46.1	35-4	42.0	29	14	57	0	5	48	48	0	0	67	29	5	10	29	43	19
TURPIN	32	10.5	609.3	61-6	55.8	60-6	55.0	3	34	31	31	0	16	63	22	0	41	47	13	0	28	53	19
TUSHKA	14	10.0	603.0	54-5	51.8	50-5	49.9	21	21	50	7	0	21	79	0	0	0	99	0	7	14	71	7
TUSKAHOMA	5																						
TUTTLE	91	10.0	602.8	53-5	51.8	49-5	49.5	1	34	57	8	3	29	60	8	1	20	63	16	10	40	37	13
TWIN HILLS	17	9.3	594.0	43-5	46.2	36-4	42.2	0	41	53	6	6	35	59	0	0	59	41	0	12	29	47	12
TYRONE	16	10.6	610.1	62-6	56.3	61-6	55.6	0	47	53	0	0	20	80	0	0	87	13	0	13	47	33	7
UNION CITY	18	9.7	600.1	50-5	50.1	45-5	47.4	6	28	56	11	6	28	56	11	0	28	50	22	17	33	50	0
UNION	566	10.5	608.9	61-6	55.6	59-5	54.6	4	21	59	16	3	15	67	15	2	25	63	10	7	19	57	18
VALLIANT	74	8.0	578.6	26-4	36.7	17-3	29.6	4	47	49	0	5	42	51	1	21	62	18	0	19	29	42	10
VAMOOSA	2																						
VANOSS	29	9.7	599.7	50-5	49.8	44-5	47.0	0	24	41	34	0	21	69	10	3	38	48	10	10	31	28	31

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS
MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA													
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4
VARNUM	11	10.4	608.1	60-6	55.2	58-5	54.0	18	55	18	9	9	18	64	9	0	36	55	9	0	45	45	9
VELMA ALMA	27	9.8	600.7	51-5	50.4	46-5	47.9	11	22	56	11	4	15	70	11	0	22	70	7	19	26	48	7
VERDEN	17	9.9	601.5	52-5	51.0	47-5	48.5	6	24	65	6	6	35	47	12	6	29	65	0	41	12	47	0
VERDIGRIS	41	9.6	597.3	47-5	48.2	41-5	45.1	2	20	59	20	0	27	59	15	7	29	54	10	15	20	59	7
VIAN	59	9.5	597.3	47-5	48.4	41-5	45.0	17	39	39	5	10	32	58	0	2	31	59	8	17	34	44	5
VICI	12	8.5	584.2	32-4	40.1	23-4	34.1	0	17	67	17	0	8	58	33	0	50	50	0	0	8	50	42
VINITA	113	10.1	604.8	56-5	53.0	53-5	51.3	11	32	55	3	5	37	52	5	1	38	57	4	9	47	42	2
WAGONER	150	9.2	593.2	42-5	45.8	35-4	41.8	11	36	49	3	5	33	58	4	9	44	43	3	20	35	41	4
WAINWRIGHT	10	8.9	588.2	36-4	42.6	28-4	37.5	0	30	70	0	0	70	30	0	20	70	10	0	10	50	40	0
WAKITA	14	12.0	628.0	80-7	67.7	83-7	70.3	0	29	71	0	0	21	64	14	0	0	57	43	0	21	57	21
WALKER	4																						
WALTERS	46	9.5	596.6	46-5	47.9	40-5	44.4	17	52	26	4	9	28	59	4	2	57	35	7	17	48	33	2
WANETTE	18	8.7	588.1	36-4	42.6	28-4	37.6	6	6	89	0	6	28	67	0	6	39	56	0	22	17	50	11

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TEST

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA											
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
WANN	11	9.7	598.7	49-5	49.2	43-5	46.1	0	18	55	27	0	18	73	9	0	45	55	0	0	45	55	0
WAPANUCKA	16	9.0	589.6	38-4	43.5	30-4	38.7	0	25	75	0	0	44	56	0	0	38	63	0	0	31	69	0
WARNER	45	11.1	616.7	69-6	60.5	70-6	61.0	18	36	36	11	7	38	49	7	4	29	58	9	22	27	33	18
WASHINGTON	37	9.8	600.5	51-5	50.3	46-5	47.7	11	24	57	8	0	30	62	8	0	27	62	11	27	38	32	3
WASHITA HEIGHTS	7	10.0	602.4	53-5	51.4	49-5	49.3	0	29	43	29	0	14	71	14	0	57	29	14	0	43	43	14
WATONGA	58	10.5	608.6	60-6	55.3	58-5	54.4	5	5	71	19	2	10	86	2	0	31	64	5	5	22	48	24
WATSON	10	9.3	593.1	42-5	45.6	35-4	41.6	10	50	40	0	0	40	30	30	0	80	20	0	0	0	60	40
WATTS	16	10.0	602.2	53-5	51.4	48-5	49.1	0	6	81	13	0	25	63	13	0	31	50	19	0	31	56	13
WAUKOMIS	35	11.1	617.6	70-6	61.2	72-6	61.9	17	29	49	6	3	31	66	0	0	43	46	11	20	37	26	17
WAURIKA	30	10.1	603.8	55-5	52.3	51-5	50.4	3	17	23	57	0	13	37	50	0	27	43	30	0	23	57	20
WAYNE	30	9.8	600.1	50-5	50.0	45-5	47.3	10	17	73	0	3	10	87	0	0	17	83	0	13	33	43	10
WAYNOKA	21	9.9	601.1	52-5	50.7	47-5	48.3	0	38	43	19	0	33	48	19	0	29	52	19	14	48	24	14
WEATHERFORD	107	11.0	615.3	68-6	59.6	68-6	59.9	0	4	61	35	0	7	66	27	1	9	79	10	5	11	62	22

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS
MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	ANALYTIC SCORING BY AREA I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4
WEAVER	2																						
WEBBERS FALLS	27	7.6	573.4	22-3	33.5	12-3	25.2	11	19	59	11	7	33	59	0	0	56	44	0	4	19	56	22
WELCH	23	10.1	604.6	56-5	52.9	52-5	51.1	4	13	74	9	0	22	78	0	0	35	65	0	9	39	48	4
WELEETKA	19	8.5	584.6	33-4	40.4	23-4	34.5	0	16	74	11	5	16	58	21	0	47	47	5	11	32	47	11
WELLSTON	39	9.8	601.3	52-5	50.9	48-5	48.6	5	38	49	8	5	28	62	5	3	44	41	13	8	44	41	8
WESTERN HEIGHTS	181	9.6	598.7	49-5	49.2	43-5	46.2	9	21	50	20	6	16	59	19	3	34	55	9	19	19	47	15
WESTVILLE	57	8.9	589.7	38-4	43.7	30-4	38.8	19	47	28	5	7	42	49	2	11	46	40	4	2	49	46	4
WETUMKA	39	10.4	608.3	60-6	55.3	58-5	54.3	5	31	51	13	5	13	74	8	3	41	46	10	3	38	56	3
WEWOKA	48	8.7	587.5	36-4	42.2	27-4	36.9	25	40	25	10	8	42	44	6	2	29	65	4	17	40	40	4
WHITE OAK	14	8.2	580.0	28-4	37.5	18-3	30.7	7	43	43	7	7	36	57	0	0	64	36	0	21	43	36	0
WHITE ROCK	16	10.7	611.8	64-6	57.5	63-6	56.9	13	13	75	0	0	13	56	31	0	31	63	6	19	38	44	0
WHITEBEAD	19	10.8	613.7	66-6	58.6	65-6	57.9	17	11	56	17	6	17	61	17	0	17	67	17	33	17	28	22
WHITEFIELD	5																						

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS
MAT6 WRITING TEST

TEST DATE: 02/14/89 GRADE: 07
STATE OF OKLAHOMA NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES		NATIONAL MEAN		STATE MEAN		ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	PR-S	NCE	PR-S	NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
WHITESBORO	12	11.7	624.7	77-7	65.6	80-7	67.4	0	8	75	17	0	17	67	17	0	0	75	25	8	17	33	42
WICKLIFFE	13	12.0	629.0	81-7	68.4	84-7	71.1	0	15	38	46	0	15	85	0	0	46	54	0	0	31	69	0
WILBURTON	64	9.5	597.7	48-5	48.7	41-5	45.4	16	27	44	14	9	25	47	19	9	41	38	13	19	27	47	8
WILSON/HENRYETTA	17	8.9	589.1	38-4	43.2	29-4	38.3	0	47	53	0	0	65	35	0	0	59	41	0	35	41	24	0
WILSON	29	9.3	594.1	43-5	46.3	36-4	42.4	17	14	48	21	14	21	52	14	0	41	59	0	7	41	24	28
WISTER	25	10.1	604.7	56-5	53.0	52-5	51.2	32	12	52	4	12	44	44	0	8	52	28	12	32	32	32	4
WOODALL	30	9.0	590.7	39-4	44.3	31-4	39.3	23	33	33	10	13	43	33	10	3	43	40	13	33	27	30	10
WOODWARD	193	10.3	606.6	58-5	54.1	55-5	52.8	3	22	57	17	3	21	60	16	3	26	59	13	7	32	39	21
WRIGHT CITY	26	10.7	611.4	63-6	57.1	63-6	56.6	0	8	60	32	0	16	52	32	0	12	84	4	0	4	64	32
WYANDOTTE	50	9.6	597.5	47-5	48.4	41-5	45.2	2	36	56	6	0	22	68	10	0	30	66	4	8	24	52	16
WYNNEWOOD	50	9.8	600.5	51-5	50.2	46-5	47.8	6	36	46	12	14	30	48	8	2	46	48	4	24	24	44	8
WYNONA	13	7.6	574.0	22-3	33.8	12-3	25.7	8	23	54	15	0	23	77	0	15	77	8	0	15	38	46	0
YALE	32	9.6	598.7	49-5	49.2	44-5	46.4	9	31	50	9	6	28	66	0	3	31	56	9	6	47	38	9

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 07
NORMS : SPRING 7 LEVEL: 2
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NCE	STATE MEAN PR-S	NCE	ANALYTIC SCORING BY AREA I 1	2	3	4	II 1	2	3	4	III 1	2	3	4	IV 1	2	3	4
YARBROUGH	10	10.5	609.5	61-6	56.0	59-5	55.0	0	40	50	10	10	0	90	0	0	0	90	10	0	40	40	20
YUBA	7	10.7	611.4	63-6	57.1	63-6	56.7	0	43	57	0	0	43	57	0	0	14	71	14	14	29	57	0
YUKON	408	10.5	609.6	61-6	56.1	60-6	55.2	3	28	53	16	2	21	60	17	1	17	67	15	6	29	49	17
ZANEIS	9	10.6	610.6	62-6	56.5	62-6	56.2	22	22	33	22	0	0	89	11	0	0	99	0	11	22	56	11
ZION	10	9.2	592.4	41-5	45.2	34-4	41.0	0	30	60	10	0	0	99	0	0	60	40	0	0	10	80	10

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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APPENDIX F

LIST OF AVERAGES--DISTRICT LEVEL RESULTS

Grade 10-1989

GRADE 10

NOTE: Appendix F of this report offers district level test results. Deleted from these reports were scores from school districts in which five or fewer students were tested at any given grade level. This was done to protect the privacy of individual students in those districts.

METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES		NATIONAL MEAN		STATE MEAN		ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	PR-S	NCE	PR-S	NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
ACHILLE	15	11.0	631.6	75-6	64.4	46-5	47.7	0	33	67	0	0	53	47	0	0	13	60	27	0	47	53	0
ADA	148	12.0	646.7	87-7	73.6	65-6	58.0	5	14	59	22	3	8	64	25	1	7	71	22	8	24	48	20
ADAIR	48	11.6	641.0	83-7	70.3	58-5	54.2	2	23	65	10	0	19	69	13	0	2	81	17	17	31	48	4
AFTON	25	11.0	633.0	76-6	65.0	48-5	49.1	24	12	64	0	16	20	64	0	12	16	60	12	32	36	32	0
AGRA	18	11.7	642.9	85-7	71.6	60-6	55.4	50	17	33	0	33	61	6	0	6	28	61	6	39	50	11	0
ALEX	25	12.2	649.2	88-7	75.2	68-6	59.7	4	16	60	20	0	8	72	20	0	0	99	0	4	36	60	0
ALINE CLEO	10	11.0	630.6	74-6	63.7	44-5	47.0	10	50	40	0	10	20	60	10	0	0	90	10	10	60	30	0
ALLEN	29	11.7	641.7	84-7	70.7	59-5	54.6	3	14	72	10	0	10	86	3	0	10	90	0	3	24	62	10
ALLUWE	19	10.3	621.0	64-6	57.5	32-4	40.4	37	16	26	21	0	21	53	26	0	16	74	11	26	37	37	0
ALTUS	237	11.0	632.5	76-6	64.8	47-5	48.3	6	18	59	17	2	21	64	13	2	14	69	15	9	36	45	10
ALVA	77	10.6	627.2	70-6	61.3	41-5	44.9	8	28	61	4	3	22	63	12	4	17	68	11	14	30	49	7
AMBER POCASSET	21	10.7	626.7	70-6	61.2	39-4	44.2	5	38	43	14	14	29	48	10	0	33	67	0	24	52	19	5
AMES	13	11.3	635.1	79-7	66.5	50-5	50.1	0	23	31	46	0	15	54	31	0	0	69	31	0	15	69	15

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
ANADARKO	102	11.1	633.8	77-7	65.7	49-5	49.2	5	21	65	10	4	16	75	6	0	25	75	1	5	28	61	6
ANTLERS	77	10.5	626.1	70-6	60.8	40-5	44.5	16	22	60	3	6	29	65	0	8	27	65	0	14	22	60	4
APACHE	46	11.5	638.2	81-7	68.4	54-5	52.2	11	37	50	2	4	43	48	4	4	28	65	2	46	22	26	7
ARAPAHO	27	12.6	656.7	93-8	80.6	76-6	64.9	0	4	93	4	0	0	96	4	0	4	89	7	0	4	89	7
ARDMORE	154	11.3	637.1	80-7	67.5	53-5	51.4	9	23	55	13	4	21	55	19	1	16	72	12	13	29	45	13
ARKOMA	25	10.9	629.9	74-6	63.3	44-5	46.5	8	40	48	4	4	40	44	12	4	16	68	12	12	48	36	4
ARNETT	17	11.4	637.8	81-7	68.1	54-5	51.9	0	12	65	24	0	29	35	35	0	6	82	12	0	41	59	0
ASHER	15	11.7	641.9	84-7	71.0	59-5	54.7	7	13	33	47	0	33	53	13	0	13	73	13	13	20	40	27
ATOKA	90	11.3	636.4	79-7	67.0	52-5	50.9	12	20	61	7	7	23	62	8	3	10	74	12	18	37	39	7
BALKO	14	10.7	627.6	71-6	61.5	40-5	44.8	0	14	36	50	0	7	64	29	0	7	43	50	0	14	50	36
BARNSDALL	38	11.8	645.7	86-7	73.0	64-6	57.3	11	18	47	24	5	21	63	11	0	18	47	34	13	18	45	24
BARTLESVILLE	390	11.2	635.9	78-7	66.5	51-5	50.6	9	18	54	19	4	20	58	18	5	26	57	12	13	24	44	19
BATTIEST	18	9.0	603.3	43-5	46.0	15-3	28.3	6	39	50	6	11	56	33	0	11	78	11	0	6	61	28	6

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
BEAVER	27	12.1	648.1	87-7	73.6	66-6	58.8	0	7	52	41	0	11	59	30	0	15	56	30	11	11	52	26
BEGGS	51	10.3	621.9	65-6	57.9	34-4	40.9	18	39	41	2	4	37	53	6	2	39	49	10	25	43	31	0
BENNINGTON	17	10.9	629.5	73-6	63.0	43-5	46.3	18	47	35	0	18	47	35	0	6	41	53	0	35	41	24	0
BERRYHILL	47	9.3	607.9	48-5	49.0	19-3	31.1	23	51	19	6	9	49	36	6	2	60	36	2	21	43	34	2
BETHANY	61	12.0	648.0	88-7	74.1	66-6	58.8	3	21	66	10	3	11	72	13	0	8	80	11	7	33	52	8
BETHEL	64	11.3	635.6	79-7	66.8	51-5	50.4	3	28	44	25	0	23	55	22	0	22	73	5	2	33	42	23
BIG CABIN	14	11.5	639.1	81-7	68.8	56-5	52.8	43	36	21	0	21	64	14	0	0	64	36	0	50	36	14	0
BIG PASTURE	17	10.1	617.6	60-6	55.4	28-4	38.0	18	18	59	6	18	29	47	6	0	0	99	0	24	41	29	6
BILLINGS	8	12.5	654.0	91-8	78.5	74-6	63.1	0	25	50	25	0	13	63	25	0	13	63	25	0	25	38	38
BINGER	17	11.8	644.1	86-7	72.4	62-6	56.3	6	12	59	24	0	6	65	29	0	6	53	41	6	29	59	6
BIXBY	134	12.1	649.1	88-7	74.2	67-6	59.5	7	26	42	26	3	18	59	20	0	19	59	23	11	29	41	19
BLACKWELL	96	11.1	632.5	76-6	64.8	47-5	48.3	8	31	47	14	4	25	60	10	0	20	71	9	9	41	42	8
BLAIR	14	10.5	623.7	67-6	59.4	36-4	42.3	0	21	57	21	0	7	86	7	0	21	79	0	7	21	64	7

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
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FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA													
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
BLANCHARD	55	11.8	643.8	85-7	71.8	61-6	56.0	0	18	62	20	0	16	78	5	0	7	84	9	4	40	44	13
BLUE	14	12.5	655.1	92-8	79.3	74-6	63.7	7	21	57	14	0	7	86	7	0	21	64	14	29	36	36	0
BLUEJACKET	19	10.5	624.8	68-6	59.9	37-4	42.9	0	21	68	11	0	5	74	21	0	11	79	11	0	26	68	5
BOISE CITY	32	12.8	660.1	92-8	79.6	79-7	66.8	3	22	56	19	0	9	69	22	0	6	72	22	3	25	63	9
BOKCHITO	17	10.1	618.6	61-6	56.0	30-4	38.8	0	25	63	13	0	25	56	19	0	13	75	13	0	56	44	0
BOKOSHE	15	9.9	616.1	58-5	54.1	26-4	36.6	7	73	20	0	0	27	67	7	0	7	73	20	13	47	33	7
BOLEY	12	8.7	599.0	38-4	43.2	12-3	25.4	33	25	42	0	0	67	33	0	8	67	25	0	50	42	8	0
BOSWELL	30	10.3	622.0	65-6	58.2	34-4	40.9	17	24	55	3	14	24	59	3	3	28	62	7	21	34	41	3
BOWLEGS	19	10.5	622.8	66-6	58.8	35-4	41.7	0	37	63	0	5	26	68	0	0	16	84	0	16	58	26	0
BOYNTON	10	11.0	630.9	75-6	63.9	45-5	47.1	0	60	40	0	0	20	80	0	0	30	70	0	20	60	20	0
BRAGGS	20	11.5	639.7	81-7	68.7	56-5	53.1	20	25	50	5	15	45	35	5	0	10	75	15	30	50	15	5
BRAMAN	15	11.3	640.0	79-7	67.0	58-5	53.9	27	27	40	7	13	20	53	13	20	40	40	0	13	7	73	7
BRAY DOYLE	39	12.1	648.7	88-7	75.1	67-6	59.4	0	3	56	41	0	5	44	51	0	8	69	23	0	15	41	44

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4
BRIDGE CREEK	60	10.9	628.9	73-6	62.6	42-5	45.9	7	22	58	13	0	18	75	7	0	15	77	8	8	42	42	8
BRISTOW	96	11.0	631.6	75-6	64.3	46-5	47.7	8	25	48	19	5	24	55	16	0	26	67	7	25	25	43	7
BROKEN ARROW	858	11.8	644.8	85-7	72.0	63-6	56.6	8	20	54	17	2	18	62	18	2	21	65	12	16	29	38	17
BROKEN BOW	122	10.7	626.3	70-6	60.9	39-4	44.1	2	33	57	9	1	22	66	11	2	20	72	6	4	38	47	11
BROXTON	10	10.4	622.2	65-6	58.3	34-4	41.1	10	50	30	10	0	40	50	10	0	70	30	0	10	50	40	0
BUFFALO	24	12.4	653.3	91-8	78.3	73-6	62.6	13	33	42	13	4	25	54	17	0	0	83	17	33	29	33	4
BUFFALO VALLEY	14	11.5	638.4	81-7	68.8	55-5	52.3	0	29	57	14	7	29	43	21	0	21	64	14	14	43	36	7
BURLINGTON	9	13.7	674.4	96-9	87.9	90-8	76.4	0	11	78	11	0	11	78	11	0	0	56	44	0	22	67	11
BURNS FLAT	21	10.0	616.9	59-5	54.8	28-4	37.5	5	19	43	33	0	19	67	14	0	38	62	0	5	14	71	10
BUTLER	8	11.7	642.3	84-7	70.7	59-5	54.9	0	0	99	0	0	25	63	13	0	13	88	0	0	63	38	0
BUTNER	17	11.4	636.5	80-7	67.5	52-5	51.1	12	53	29	6	0	35	53	12	0	29	65	6	18	59	12	12
BYNG	104	11.3	637.6	80-7	67.9	54-5	51.9	18	27	44	11	8	30	55	8	3	25	61	12	23	42	32	3
CACHE	69	10.9	631.1	75-6	63.9	46-5	47.8	14	19	58	9	7	17	62	13	7	16	71	6	12	35	42	12

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
CADDO	32	10.7	625.9	69-6	60.6	39-4	43.8	0	16	72	13	0	31	56	13	0	31	59	9	6	44	47	3
CALERA	35	10.4	623.6	67-6	59.1	36-4	42.3	29	34	26	11	11	37	37	14	6	26	63	6	34	34	31	0
CALUMET	14	9.1	603.9	44-5	46.4	15-3	28.3	38	23	38	0	0	62	38	0	8	38	54	0	15	38	46	0
CALVIN	19	11.3	635.8	79-7	67.1	51-5	50.6	26	42	32	0	26	42	32	0	5	37	58	0	74	16	11	0
CAMERON	22	9.0	602.9	42-5	45.8	15-3	27.7	9	23	55	14	9	18	64	9	5	27	68	0	14	32	45	9
CANADIAN	13	12.5	654.6	91-8	78.8	74-6	63.3	0	31	38	31	0	15	62	23	0	0	69	31	8	23	62	8
CANEY	19	9.5	610.1	51-5	50.5	21-3	32.8	11	32	47	11	0	42	58	0	5	63	26	5	5	63	32	0
CANEY VALLEY	46	12.1	648.2	88-7	74.4	67-6	59.0	4	17	52	26	4	26	43	26	0	13	74	13	20	35	33	13
CANTON	28	10.3	619.7	63-6	56.8	31-4	39.6	14	25	54	7	14	21	57	7	0	18	75	7	14	54	29	4
CANUTE	27	12.1	647.7	88-7	74.8	66-6	58.8	0	4	74	22	0	0	85	15	0	0	67	33	0	4	41	56
CARMEN DACOMA	5																						
CARNEGIE	45	9.8	614.7	57-5	53.5	26-4	36.2	4	49	47	0	4	27	69	0	2	20	73	4	24	51	22	2
CARNEY	11	11.0	632.5	74-6	63.6	46-5	47.9	0	36	64	0	0	9	91	0	0	64	36	0	0	36	64	0

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
CARTER G WOODSON	17	9.2	606.1	46-5	47.7	17-3	30.2	41	53	6	0	6	35	53	6	6	35	59	0	29	47	24	0
CARTER	7	9.5	610.1	51-5	50.7	21-3	32.7	0	43	57	0	0	43	57	0	0	14	86	0	0	86	14	0
CASHION	26	11.4	638.1	81-7	68.7	54-5	52.1	0	12	73	15	0	23	50	27	0	12	77	12	0	42	46	12
CATOOSA	131	11.1	632.5	76-6	64.9	47-5	48.3	10	24	56	9	2	10	82	6	4	20	70	6	8	28	60	3
CAVE SPRINGS	24	10.3	620.7	64-6	57.3	32-4	40.2	8	46	46	0	4	33	63	0	0	21	75	4	17	50	33	0
CEMENT	28	12.5	654.1	91-8	78.3	73-6	63.0	4	18	64	14	4	36	39	21	0	18	68	14	25	32	32	11
CENTRAL HIGH	16	12.8	660.1	94-8	82.1	79-7	67.1	0	38	63	0	0	38	63	0	0	13	88	0	13	69	19	0
CENTRAL	32	10.8	628.9	72-6	62.5	42-5	45.8	13	53	28	6	13	38	50	0	0	41	56	3	19	50	28	3
CHANDLER	75	11.6	640.8	83-7	70.0	58-5	53.9	0	16	66	18	0	12	67	21	1	12	66	21	0	22	60	18
CHATTANOOGA	20	11.8	643.9	86-7	72.3	61-6	56.1	15	10	50	25	0	5	65	30	0	5	90	5	10	10	50	30
CHECOTAH	94	11.4	637.5	80-7	67.6	53-5	51.6	13	33	45	10	6	28	55	11	2	17	71	10	26	40	28	6
CHELSEA	50	11.1	633.9	77-7	65.3	49-5	49.1	10	22	50	18	2	22	62	14	0	10	72	18	14	40	42	4
CHEROKEE	19	12.5	654.8	92-8	79.2	74-6	63.6	0	22	61	17	0	11	39	50	0	0	56	44	33	44	17	6

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

TEST DATE: 02/14/89 GRADE: 10
STATE OF OKLAHOMA NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA													
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
CHEYENNE	15	12.4	653.7	90-8	77.5	73-6	62.6	14	36	43	7	14	43	36	7	7	43	43	7	21	36	21	21
CHICKASHA	170	11.6	641.8	83-7	69.8	59-5	54.4	5	30	56	10	5	24	59	12	2	29	56	13	17	33	43	8
CHISHOLM	51	11.4	637.7	81-7	68.1	53-5	51.8	6	18	61	16	4	22	63	12	4	16	61	20	2	41	49	8
CHOCTAW NICOMA PARK	253	11.7	643.2	84-7	70.9	61-6	55.5	13	31	42	14	2	23	58	17	2	19	61	17	12	34	44	9
CHOUTEAU MAZIE	44	10.6	626.7	70-6	61.0	40-5	44.5	7	39	36	18	2	20	64	14	5	27	50	18	34	25	36	5
CLAREMORE	254	12.2	650.9	89-8	75.8	70-6	60.8	6	17	51	26	2	11	63	24	1	11	66	22	7	25	48	20
CLAYTON	29	9.7	612.6	53-5	51.5	23-4	34.6	7	21	62	10	7	38	48	7	17	41	38	3	10	31	52	7
CLEVELAND	114	10.6	627.2	70-6	61.1	40-5	44.8	6	36	48	10	5	30	51	14	5	36	46	12	16	30	47	7
CLINTON	111	11.2	634.5	78-7	66.1	50-5	49.8	13	26	49	13	4	32	59	5	5	18	65	12	23	35	33	9
COALGATE	44	10.6	627.1	70-6	61.3	41-5	45.2	11	36	41	11	7	18	57	18	5	30	48	18	25	32	36	7
COLBERT	42	11.3	637.0	80-7	67.6	53-5	51.3	12	10	73	5	0	20	78	2	0	27	73	0	7	34	49	10
COLCORD	51	10.7	627.2	71-6	61.4	40-5	44.6	4	25	57	14	2	20	67	12	0	12	84	4	8	39	41	12
COLEMAN	13	11.5	639.0	82-7	69.1	55-5	52.7	8	23	62	8	0	23	77	0	0	23	62	15	31	23	46	0

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA											
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
COLLINSVILLE	120	10.9	630.8	74-6	63.7	45-5	47.1	8	25	60	8	3	18	68	12	1	19	68	12	8	39	48	6
COMANCHE	63	11.4	639.2	81-7	68.3	56-5	52.9	22	32	33	13	14	27	46	13	6	37	44	13	38	22	32	8
COMMERCE	43	10.0	618.0	60-6	55.5	30-4	38.7	16	33	40	12	5	30	53	12	7	23	53	16	14	40	42	5
COPAN	28	10.3	621.1	64-6	57.6	32-4	40.4	14	43	36	7	4	29	68	0	4	36	57	4	46	14	36	4
CORDELL	35	10.7	629.0	71-6	61.9	43-5	45.9	18	41	29	12	15	26	56	3	3	47	32	18	24	41	21	15
COVINGTON DOUGLAS	16	11.0	631.5	75-6	64.3	46-5	47.6	6	13	63	19	0	19	69	13	0	6	63	31	0	38	38	25
COWETA	132	11.6	640.3	83-7	69.7	57-5	53.6	6	20	54	20	4	23	61	12	0	9	80	11	15	31	36	17
COYLE	27	10.1	619.9	63-6	56.7	32-4	40.1	0	30	70	0	4	30	67	0	4	15	78	4	4	37	59	0
CRESCENT	44	10.2	619.3	62-6	56.5	31-4	39.2	5	28	56	12	2	35	51	12	0	28	63	9	16	42	37	5
CROOKED OAK	46	9.8	613.2	55-5	52.6	24-4	34.9	20	28	52	0	13	30	57	0	9	46	46	0	35	26	39	0
CROWDER	31	10.8	628.2	72-6	62.2	41-5	45.4	10	32	45	13	0	23	68	10	0	29	68	3	23	23	52	3
CUSHING	95	11.2	635.4	79-7	66.6	51-5	50.3	17	19	52	13	6	28	60	5	0	21	75	4	16	35	40	9
CUSTER	19	11.6	641.0	83-7	70.3	58-5	54.0	11	11	74	5	5	16	68	11	0	11	84	5	11	21	63	5

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
CYRIL	22	11.4	638.1	81-7	68.4	54-5	52.1	33	33	33	0	10	38	52	0	0	29	71	0	24	19	48	10
DALE	47	11.7	642.2	84-7	70.9	59-5	54.9	4	9	70	17	0	9	77	15	0	9	74	17	4	17	68	11
DAVENPORT	30	12.8	659.3	93-8	80.5	78-7	66.5	7	20	63	10	0	27	67	7	3	10	73	13	13	43	37	7
DAVIDSON	12	11.0	630.2	74-6	63.5	44-5	46.8	17	25	50	8	0	25	58	17	0	17	75	8	8	42	50	0
DAVIS	64	11.2	636.3	79-7	67.2	53-5	51.2	14	31	42	13	6	22	52	20	0	13	69	19	14	34	38	14
DEER CREEK LAMONT	10	12.9	660.4	94-8	82.3	79-7	67.3	0	0	50	50	0	0	70	30	0	10	60	30	0	10	50	40
DEER CREEK	52	12.1	648.2	88-7	74.7	67-6	59.0	6	16	47	31	0	14	65	22	0	22	57	22	8	41	29	22
DELAWARE	17	11.3	635.8	79-7	67.1	51-5	50.6	41	35	18	6	12	24	65	0	0	12	76	12	29	47	24	0
DEPEW	33	10.6	625.8	69-6	60.5	38-4	43.7	9	30	52	9	0	27	70	3	0	30	70	0	9	36	36	18
DEWAR	24	9.0	604.3	44-5	46.6	16-3	28.9	17	50	29	4	8	42	46	4	4	33	54	8	21	38	42	0
DEWEY	73	11.5	639.8	81-7	68.6	56-5	53.1	7	37	40	16	0	25	59	16	1	19	63	16	14	42	41	3
DIBBLE	36	11.0	632.1	75-6	64.3	46-5	47.9	8	19	64	8	6	31	56	8	0	17	78	6	8	42	50	0
DICKSON	76	10.9	631.5	75-6	64.2	46-5	47.9	9	39	51	0	7	32	57	5	4	30	58	8	17	50	24	9

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS
MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
DILL CITY	10	11.4	636.4	80-7	67.4	52-5	51.0	0	10	90	0	0	0	90	10	0	0	99	0	0	10	60	30
DOVER	10	11.2	638.0	81-7	68.4	58-5	54.1	50	40	10	0	30	20	40	10	10	50	40	0	60	40	0	0
DRUMMOND	28	11.6	640.8	83-7	70.1	57-5	53.9	4	25	39	32	0	21	54	25	0	18	57	25	7	36	54	4
DRUMRIGHT	41	11.4	638.2	81-7	68.7	54-5	52.1	12	22	41	24	2	24	49	24	0	10	68	22	10	29	49	12
DUKE	5																						
DUNCAN	245	11.5	639.3	82-7	69.2	56-5	53.1	5	11	64	20	3	15	69	14	2	13	69	16	5	24	56	16
DURANT	165	11.0	632.7	75-6	64.4	48-5	48.7	12	33	41	15	9	23	48	20	5	26	52	17	28	28	36	8
DUSTIN	10	10.1	618.9	61-6	56.0	29-4	38.5	70	20	10	0	30	40	20	10	0	50	40	10	50	30	10	10
EAGLETOWN	22	11.5	638.9	81-7	68.6	55-5	52.6	9	23	59	9	9	5	73	14	0	23	68	9	9	23	41	27
EAKLY	7	10.8	628.5	72-6	62.3	42-5	45.6	43	43	14	0	0	71	29	0	0	0	99	0	14	43	43	0
EARLSBORO	13	10.0	616.8	59-5	54.9	28-4	37.5	0	23	77	0	8	15	77	0	0	8	85	8	0	23	77	0
EDMOND	739	11.8	644.4	85-7	72.0	62-6	56.4	5	14	57	23	2	11	66	21	2	11	68	19	9	27	48	15
EL RENO	197	11.1	634.0	77-7	65.7	49-5	49.4	8	23	60	9	1	22	70	7	1	20	72	8	9	35	47	9

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
ELDORADO	8	12.5	654.0	91-8	77.8	73-6	63.0	0	0	63	38	0	13	88	0	0	0	88	13	0	0	88	13
ELGIN	66	11.6	640.9	83-7	70.0	58-5	54.0	12	18	46	23	2	17	72	9	2	18	71	9	15	26	48	11
ELK CITY	115	12.0	647.3	88-7	74.3	66-6	58.4	4	24	46	27	4	9	69	18	0	9	70	21	6	32	48	13
ELMORE CITY	30	12.4	652.4	90-8	77.1	71-6	61.9	0	17	47	37	0	17	53	30	0	3	77	20	10	50	30	10
EMPIRE	37	12.3	651.7	90-8	76.8	71-6	61.4	0	19	38	43	0	22	73	5	0	3	51	46	22	24	54	0
ENID	340	10.8	629.9	73-6	62.6	44-5	46.6	8	25	40	27	5	22	49	24	5	21	51	23	10	35	42	13
ERICK	22	11.2	634.5	78-7	66.2	49-5	49.7	0	9	55	36	0	0	68	32	0	5	64	32	0	27	45	27
EUFAULA	69	10.8	628.7	72-6	62.4	42-5	45.9	19	28	52	1	9	36	55	0	1	30	67	1	26	39	33	1
FAIRFAX	20	10.6	627.2	70-6	60.9	40-5	44.5	0	30	50	20	5	20	40	35	5	30	50	15	10	45	45	0
FAIRLAND	22	10.9	629.8	74-6	63.2	44-5	46.5	5	32	59	5	0	27	64	9	0	18	77	5	14	36	45	5
FAIRVIEW	62	11.5	640.1	83-7	69.6	57-5	53.4	0	10	55	35	0	3	63	34	0	10	55	35	6	27	44	23
FARGO	15	11.2	634.2	78-7	66.0	49-5	49.6	0	27	33	40	0	7	73	20	0	0	80	20	13	27	47	13
FELT	5																						

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES		NATIONAL MEAN		STATE MEAN		ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	PR-S	NCE	PR-S	NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
FLETCHER	25	11.5	639.8	81-7	68.1	56-5	52.9	4	4	60	32	4	8	64	24	0	16	72	12	8	20	56	16
FORGAN	13	9.7	612.6	54-5	52.2	23-4	34.5	0	54	38	8	0	38	54	8	0	54	31	15	0	54	31	15
FORT COBB	23	10.3	622.5	65-6	58.3	34-4	41.5	17	35	48	0	17	30	52	0	4	13	78	4	30	35	35	0
FORT GIBSON	112	11.1	633.8	77-7	65.6	49-5	49.2	7	24	46	23	4	17	63	17	3	23	54	20	8	25	50	17
FORT SUPPLY	13	11.0	631.8	75-6	64.5	46-5	47.7	0	31	62	8	0	62	31	8	0	8	85	8	0	69	23	8
FORT TOWSON	18	9.7	614.0	56-5	52.9	25-4	35.6	6	56	39	0	0	28	50	22	11	28	56	6	11	39	50	0
FOX	26	10.5	624.3	68-6	59.5	36-4	42.6	4	35	54	8	12	46	31	12	0	27	54	19	15	50	31	4
FOYIL	21	10.4	623.0	66-6	58.8	35-4	41.5	24	29	33	14	5	19	67	10	0	48	43	10	14	43	38	5
FREDERICK	61	10.5	624.0	67-6	59.4	36-4	42.6	10	30	56	5	10	31	56	3	2	28	66	5	13	38	44	5
FREEDOM	7	11.3	635.3	79-7	66.8	51-5	50.2	17	33	33	17	0	33	67	0	0	33	67	0	0	50	33	17
GAGE	12	13.0	663.3	95-8	83.5	82-7	69.3	0	17	8	75	0	17	25	58	0	0	25	75	0	25	67	8
GANS	15	11.4	636.8	80-7	67.6	53-5	51.3	20	27	40	13	7	20	53	20	0	20	60	20	20	7	60	13
GARBER	30	10.5	624.5	68-6	59.8	36-4	42.6	20	33	30	17	10	37	47	7	0	20	60	20	27	27	43	3

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS
MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA													
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4
GEARY	27	11.2	634.9	78-7	66.3	50-5	50.0	0	19	63	19	0	15	70	15	0	11	78	11	4	26	56	15
GERONIMO	25	10.8	628.6	72-6	62.5	42-5	45.6	16	20	52	12	12	32	52	4	0	32	52	16	16	40	40	4
GLENCOE	14	10.4	623.7	67-6	59.3	37-4	43.0	7	36	50	7	7	21	50	21	7	7	79	7	7	21	50	21
GLENPOOL	94	11.4	637.4	81-7	68.0	53-5	51.7	0	21	73	5	2	20	68	10	0	11	81	9	13	26	60	2
GOODWELL	9	12.8	660.2	94-8	82.3	79-7	67.1	0	33	33	33	0	0	67	33	0	11	44	44	0	44	22	33
GORE	39	11.6	641.7	84-7	70.6	59-5	54.5	8	31	51	10	0	33	59	8	0	21	69	10	8	28	59	5
GOTEBO	12	10.5	623.2	67-6	59.0	35-4	41.9	0	17	83	0	0	25	75	0	0	25	75	0	0	50	50	0
GOULD	6	11.8	643.3	85-7	71.9	61-6	55.7	0	17	50	33	17	17	33	33	0	33	50	17	33	33	17	17
GRACEMONT	13	11.2	633.9	78-7	66.0	49-5	49.3	0	15	62	23	8	15	77	0	0	23	62	15	0	31	54	15
GRAHAM	12	9.9	616.1	58-5	54.3	28-4	37.3	58	17	25	0	25	58	17	0	0	42	58	0	50	42	8	0
GRAHAM/WELEETKA	16	10.2	620.0	63-6	56.9	31-4	39.5	19	50	25	6	6	19	63	13	6	31	44	19	25	50	25	0
GRANDFIELD	16	11.5	638.3	82-7	68.8	54-5	52.3	38	13	44	6	6	38	50	6	0	13	81	6	44	25	31	0
GRANITE	16	10.3	621.1	64-6	57.6	33-4	40.5	6	63	31	0	6	50	44	0	6	19	75	0	19	56	25	0

NOTES: PR-S IS OF THE MEAN NCE
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METROPOLITAN ACHIEVEMENT TESTS
MAT6 WRITING TEST

TEST DATE: 02/14/89 GRADE: 10
STATE OF OKLAHOMA NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES		NATIONAL MEAN		STATE MEAN		ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	PR-S	NCE	PR-S	NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
GRANT	12	9.2	604.7	45-5	47.1	16-3	29.1	8	42	50	0	8	25	67	0	0	92	8	0	17	25	58	0
GREENFIELD	6	11.5	638.0	81-7	68.5	54-5	52.2	0	33	67	0	0	50	33	17	0	33	67	0	0	33	67	0
GROVE	109	11.4	639.0	82-7	68.8	55-5	52.8	8	23	56	12	2	19	64	16	2	11	71	16	10	31	47	11
GUTHRIE	218	11.3	637.3	80-7	67.7	53-5	51.6	10	22	52	17	2	19	62	17	0	18	64	18	16	36	33	14
GUYMON	126	11.6	642.0	83-7	70.1	59-5	54.9	8	20	54	18	3	22	56	19	3	16	59	22	12	23	50	15
HAILEYVILLE	36	10.8	628.6	72-6	62.5	42-5	45.8	8	31	53	8	3	19	69	8	0	3	86	11	8	19	64	8
HAMMON	25	11.6	641.0	83-7	70.4	58-5	54.1	25	29	46	0	4	50	42	4	4	33	54	8	42	29	21	8
HANNA	7	11.4	640.2	81-7	68.1	58-5	54.0	29	29	0	43	14	29	43	14	29	29	43	0	29	14	29	29
HARDESTY	10	10.2	619.6	62-6	56.4	32-4	39.9	20	50	30	0	10	10	80	0	0	10	80	10	70	30	0	0
HARRAH	121	11.9	645.4	86-7	72.7	63-6	57.2	10	23	55	12	6	28	52	14	2	24	55	19	13	29	43	15
HARTSHORNE	47	10.5	625.6	68-6	59.8	39-4	43.9	13	30	45	13	13	32	51	4	4	34	57	4	13	23	60	4
HASKELL	46	11.1	633.4	77-7	65.3	48-5	48.8	17	28	41	13	9	24	57	11	0	15	67	17	11	35	46	9
HAWORTH	57	11.2	634.4	78-7	66.2	49-5	49.5	8	32	57	4	6	25	66	4	0	23	68	9	6	40	40	15

NOTES: PR-S IS OF THE MEAN NCE
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METROPOLITAN ACHIEVEMENT TESTS
MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
HEALDTON	38	11.2	635.4	78-7	66.2	51-5	50.5	5	13	63	18	3	5	74	18	3	18	68	11	8	24	50	18
HEAVENER	60	10.3	621.0	64-6	57.5	32-4	40.4	5	23	53	18	8	28	60	3	2	45	52	2	20	33	40	7
HELENA GOLTRY	18	11.1	631.7	75-6	64.3	46-5	47.9	0	11	61	28	0	11	83	6	0	6	83	11	0	11	61	28
HENNESSEY	53	11.4	637.2	80-7	67.7	53-5	51.4	6	15	72	8	6	26	66	2	0	11	81	8	15	45	32	8
HENRYETTA	62	10.7	629.0	73-6	62.5	43-5	46.3	8	26	61	5	6	27	58	8	3	35	55	6	10	42	40	8
HILLDALE	90	10.9	630.4	74-6	63.4	44-5	46.8	6	20	62	12	1	19	63	17	0	24	67	9	10	30	54	6
HINTON	22	11.5	640.6	82-7	69.2	57-5	53.6	5	36	36	23	5	32	45	18	0	32	55	14	0	55	36	9
HOBART	54	10.7	626.7	70-6	61.2	39-4	44.3	0	26	70	4	4	9	83	4	2	26	69	4	2	26	70	2
HOLDENVILLE	75	11.2	634.7	78-7	66.4	50-5	49.8	3	20	64	13	0	12	81	7	0	12	80	8	7	37	51	5
HOLLIS	44	9.6	612.0	53-5	51.6	23-4	34.1	16	20	64	0	16	30	50	5	7	36	50	7	14	32	55	0
HOMINY	54	11.2	635.1	79-7	66.7	50-5	50.1	7	30	54	9	2	7	89	2	0	19	76	6	17	33	50	0
HOOKER	34	10.3	620.7	64-6	57.4	32-4	40.1	3	45	48	3	0	21	76	3	0	45	52	3	3	27	61	9
HOWE	21	11.4	636.8	80-7	67.8	53-5	51.3	5	29	67	0	5	43	52	0	0	10	81	10	10	57	29	5

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA													
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
HUGO	115	10.9	631.0	74-6	63.8	45-5	47.3	9	31	55	5	8	25	62	5	3	17	71	9	13	30	50	6
HULBERT	53	11.6	641.5	82-7	69.6	58-5	54.3	21	31	44	4	8	29	63	0	0	25	62	13	25	27	42	6
HYDRO	16	12.8	659.1	92-8	79.9	78-7	66.2	6	44	50	0	6	31	50	13	6	50	38	6	25	56	13	6
STILWELL	134	10.5	624.2	68-6	59.5	37-4	42.8	20	41	35	4	11	34	53	2	3	23	68	6	32	41	25	2
IDABEL	101	10.6	626.5	70-6	61.1	39-4	44.2	15	17	53	15	11	22	58	9	0	22	73	5	22	32	41	6
INDIAHOMA	11	10.0	617.3	60-6	55.1	28-4	37.8	27	55	18	0	0	27	55	18	9	27	64	0	36	27	27	9
INDIANOLA	29	11.5	640.0	82-7	69.6	56-5	53.4	7	10	83	0	0	14	86	0	0	3	93	3	3	21	66	10
INOLA	84	11.7	641.7	84-7	70.4	59-5	54.6	7	23	54	17	6	24	57	13	2	20	63	14	10	38	36	17
JAY	95	11.0	632.1	76-6	64.6	47-5	48.3	19	25	46	9	7	34	55	4	3	26	69	1	34	34	28	4
JENKS	425	12.0	646.8	87-7	73.6	65-6	58.0	5	20	52	23	1	13	62	24	0	15	68	16	9	28	46	17
JET NASH	14	11.1	632.2	75-6	64.4	47-5	48.2	0	14	79	7	0	21	64	14	0	14	64	21	0	36	50	14
JONES	80	11.3	636.7	80-7	67.3	52-5	51.0	10	25	51	14	5	13	59	23	4	19	68	9	11	34	44	10
KANSAS	43	11.3	636.1	79-7	66.7	52-5	50.7	2	40	52	5	5	26	67	2	0	50	43	7	10	31	60	0

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METROPOLITAN ACHIEVEMENT TESTS
MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA													
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
KELLYVILLE	75	10.6	627.4	70-6	60.9	40-5	44.8	40	24	25	11	21	27	37	15	9	43	32	16	36	28	25	11
KEOTA	30	10.2	620.4	63-6	57.1	32-4	40.2	10	27	60	3	10	33	57	0	3	3	87	7	27	30	43	0
KETCHUM	19	11.3	636.0	79-7	67.2	52-5	50.7	16	37	42	5	5	16	74	5	0	11	79	11	32	32	32	5
KEYES	15	11.3	635.3	79-7	66.8	51-5	50.3	0	7	40	53	0	13	67	20	0	33	53	13	7	20	53	20
KIEFER	48	11.1	633.9	77-7	65.7	49-5	49.2	10	40	40	10	2	23	73	2	2	27	69	2	23	46	25	6
KINGFISHER	61	11.3	636.8	80-7	67.7	53-5	51.4	5	18	66	11	2	21	72	5	2	10	84	5	7	28	57	8
KINGSTON	52	11.7	642.1	84-7	71.1	59-5	54.9	4	31	48	17	2	17	65	15	0	17	63	19	2	42	40	15
KINTA	18	12.0	646.3	87-7	74.0	64-6	57.7	17	6	56	22	17	28	50	6	0	6	67	28	33	33	28	6
KIOWA	17	11.6	640.3	83-7	70.1	57-5	53.7	6	24	47	24	0	0	76	24	0	0	71	29	35	47	12	6
KONAWA	61	11.2	634.9	78-7	66.3	50-5	49.9	0	20	75	5	3	13	82	2	0	10	90	0	3	34	59	3
KREMLIN	18	11.8	645.3	86-7	72.5	63-6	56.9	6	22	67	6	6	11	56	28	6	17	56	22	6	39	50	6
LAHOMA	17	11.6	640.7	83-7	70.1	57-5	53.8	12	18	53	18	6	18	71	6	0	18	82	0	12	18	65	6
LATTA	35	11.4	638.8	81-7	68.7	55-5	52.7	6	11	46	37	3	14	54	29	3	6	54	37	11	37	31	20

NOTES: PR-S IS OF THE MEAN NCE
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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
LAVERNE	35	11.0	633.5	76-6	64.8	49-5	49.3	6	17	57	20	3	14	69	14	3	9	74	14	9	40	26	26
LAWTON	993	11.1	633.1	77-7	65.1	48-5	48.7	10	21	55	13	5	22	62	11	2	19	67	12	11	33	44	11
LEEDEY	18	12.5	654.8	91-8	78.0	74-6	63.5	0	17	61	22	0	6	78	17	0	6	56	39	0	6	56	39
LEFLORE	18	9.8	614.0	56-5	53.0	25-4	35.6	0	22	78	0	0	22	72	6	0	33	67	0	6	17	78	0
LENAPAH	33	10.1	619.6	63-6	56.7	31-4	39.7	33	27	30	9	6	55	33	6	6	33	55	6	30	36	18	15
LEXINGTON	56	10.2	620.8	63-6	57.2	32-4	40.4	11	36	50	4	2	27	64	7	7	29	61	4	11	38	41	11
LIBERTY/MOUNDS	35	11.4	637.4	80-7	67.9	53-5	51.7	0	31	69	0	3	11	80	6	0	11	83	6	3	66	29	3
LINDSAY SCHOOLS	67	11.2	635.4	78-7	66.2	50-5	50.2	10	30	43	16	7	22	61	9	0	25	57	18	12	33	49	6
LITTLE AXE	69	11.4	638.4	81-7	68.7	55-5	52.4	12	16	57	16	1	6	81	12	0	9	83	9	19	16	59	6
LOCUST GROVE	74	11.5	638.4	81-7	68.4	55-5	52.3	9	24	59	7	4	28	57	11	3	14	74	9	18	45	28	9
LOMEGA	11	11.0	632.4	76-6	64.9	46-5	47.9	0	9	91	0	0	36	64	0	18	0	82	0	27	18	55	0
LONE GROVE	71	11.3	636.1	79-7	67.2	52-5	50.8	4	27	59	10	1	14	79	6	0	8	85	7	14	32	51	3
LONE WOLF	11	10.7	626.7	70-6	61.3	39-4	44.2	0	0	99	0	0	27	73	0	0	18	82	0	0	55	45	0

NOTES: PR-S IS OF THE MEAN NCE
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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

TEST DATE: 02/14/89 GRADE: 10
STATE OF OKLAHOMA NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA													
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
LOOKEBA SICKLES	20	11.4	637.6	81-7	68.3	53-5	51.8	10	20	55	15	5	15	70	10	5	25	70	0	15	20	45	20
LUTHER	44	10.3	621.8	65-6	58.0	33-4	40.8	27	23	43	7	5	30	64	2	5	16	73	7	11	52	36	0
MACOMB	17	10.1	617.4	60-6	55.3	28-4	37.9	0	24	76	0	0	59	41	0	0	47	53	0	0	53	47	0
MADILL	74	11.0	631.8	75-6	64.4	46-5	47.8	8	34	45	14	3	30	57	11	0	32	62	5	9	24	57	9
MANGUM	48	11.8	644.1	85-7	72.2	62-6	56.4	6	35	38	21	6	31	48	15	2	10	75	13	21	31	35	13
MANNFORD	113	11.7	642.6	84-7	71.0	60-6	55.2	11	29	39	21	4	15	63	18	2	13	70	15	29	25	35	11
MARIETTA	67	12.1	648.7	87-7	73.4	67-6	59.0	13	30	39	18	4	34	37	24	3	28	45	24	27	28	31	13
MARLAND	6	9.5	608.0	49-5	49.2	19-3	31.4	0	0	99	0	0	0	99	0	0	0	99	0	0	17	83	0
MARLOW	92	11.6	641.7	83-7	70.1	59-5	54.5	10	24	60	7	3	26	58	13	2	26	57	15	20	25	43	12
MASON	14	12.1	649.3	89-8	75.5	68-6	59.8	43	36	21	0	7	21	57	14	0	14	86	0	36	21	21	21
MAUD	32	10.9	631.0	74-6	63.6	45-5	47.1	3	16	71	10	3	10	65	23	3	29	48	19	3	32	48	16
MAYSVILLE	25	11.2	635.4	79-7	66.7	51-5	50.2	0	16	84	0	0	28	72	0	0	12	88	0	0	44	56	0
MCALESTER	212	11.8	643.9	85-7	71.9	61-6	56.0	2	27	48	23	1	17	60	21	1	19	63	17	4	30	49	18

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES		NATIONAL MEAN		STATE MEAN		ANALYTIC SCORING BY AREA													
		MEAN RS	MEAN SS	PR-S	NCE	PR-S	NCE	I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4
MCCURTAIN	20	11.4	637.3	80-7	67.8	53-5	51.7	0	30	35	35	0	15	55	30	0	0	50	50	5	30	45	20
MCLISH	18	9.0	604.0	44-5	46.4	15-3	28.2	0	6	89	6	0	6	89	6	0	22	78	0	6	28	61	6
MCLOUD	102	10.9	630.5	74-6	63.6	45-5	47.0	24	31	37	8	7	29	61	3	3	34	52	11	28	35	24	13
MEDFORD	31	12.0	647.0	87-7	74.1	65-6	58.2	0	13	35	52	0	10	81	10	0	13	68	19	0	16	52	32
MEEKER	71	11.5	638.7	81-7	68.7	55-5	52.5	3	14	58	25	0	13	77	10	0	11	73	15	6	18	52	24
MERRITT	31	11.2	634.4	77-7	65.6	49-5	49.5	6	23	65	6	10	32	48	10	3	19	65	13	32	35	32	0
MIAMI	118	10.5	623.7	67-6	59.3	36-4	42.3	7	25	56	12	4	19	68	8	0	24	69	7	11	24	57	8
MIDWAY	24	10.5	625.0	68-6	60.0	37-4	43.0	13	21	58	8	13	17	63	8	0	21	67	13	13	38	46	4
MIDWEST CITY DEL	1010	11.0	633.2	76-6	65.0	48-5	48.8	11	29	49	12	5	23	59	13	3	24	60	13	13	35	42	10
MILBURN	16	10.5	622.5	66-6	58.5	34-4	41.5	13	31	50	6	6	25	56	13	0	38	50	13	25	31	38	6
MILL CREEK	18	10.2	619.4	62-6	56.5	31-4	39.3	6	22	39	33	6	39	44	11	0	17	83	0	39	11	33	17
MILLWOOD	82	11.1	632.9	76-6	65.0	48-5	48.6	9	13	72	6	11	12	71	6	0	12	80	7	12	29	44	15
MINCO	26	11.2	634.7	78-7	66.4	50-5	49.9	12	27	62	0	0	38	62	0	0	31	65	4	19	23	58	0

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES		NATIONAL MEAN		STATE MEAN		ANALYTIC SCORING BY AREA													
		MEAN RS	MEAN SS	PR-S	NCE	PR-S	NCE	I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4
MOORE	1012	11.3	636.0	79-7	67.0	52-5	50.8	6	23	58	13	3	21	65	11	2	19	69	10	12	31	46	11
MOORELAND	33	11.1	632.7	76-6	65.1	47-5	48.4	0	39	48	12	6	18	58	18	0	21	64	15	21	27	42	9
MORRIS	60	10.9	630.9	75-6	63.9	45-5	47.3	13	30	47	10	7	28	53	12	3	18	65	13	13	38	35	13
MORRISON	22	12.4	653.6	91-8	77.8	73-6	62.7	0	14	86	0	0	0	95	5	0	5	81	14	5	10	62	24
MOSS	14	11.9	645.0	86-7	73.1	63-6	56.8	0	0	71	29	0	7	71	21	0	0	64	36	0	36	50	14
MOTON	12	10.0	617.5	60-6	55.2	29-4	38.0	17	8	58	17	0	33	67	0	0	42	58	0	0	25	50	25
MOUNDS	47	11.7	643.4	85-7	71.7	61-6	55.9	19	17	55	9	0	13	70	17	2	9	74	15	17	55	23	4
MOUNTAIN VIEW	22	12.6	657.1	91-8	78.8	76-6	64.9	5	18	41	36	5	23	32	41	0	32	41	27	5	50	27	18
MULDROW	90	11.6	640.3	82-7	69.6	57-5	53.6	6	21	62	11	6	30	53	11	0	12	66	22	26	32	32	10
MULHALL ORLANDO	21	11.6	640.8	83-7	70.3	58-5	54.0	10	14	67	10	5	14	71	10	0	0	81	19	0	24	48	29
MUSKOGEE	370	11.3	636.0	79-7	66.9	52-5	50.7	10	24	51	16	5	22	56	17	2	22	63	13	12	36	40	12
MUSTANG	324	11.5	639.8	82-7	69.4	56-5	53.3	5	17	56	22	2	15	64	20	0	16	69	15	8	25	53	14
NAVAJO	21	12.6	655.9	92-8	79.0	75-6	64.2	0	14	57	29	0	10	62	29	0	14	57	29	5	29	38	29

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
NEW LIMA	13	11.8	644.0	86-7	72.3	62-6	56.1	8	23	62	8	0	23	69	8	0	38	46	15	23	31	46	0
NEWCASTLE	85	10.6	626.1	69-6	60.5	39-4	44.0	2	33	55	9	4	24	59	14	1	29	62	7	7	40	48	5
NEWKIRK	43	10.8	628.5	72-6	62.0	42-5	45.4	12	30	44	14	5	19	53	23	5	26	58	12	16	33	44	7
NINNEKAH	46	11.6	641.0	83-7	70.0	58-5	54.1	11	33	51	4	7	47	38	9	4	40	47	9	24	40	31	4
NOBLE	129	11.2	635.9	79-7	66.9	52-5	50.7	18	27	43	12	4	21	60	16	5	23	60	12	16	31	43	9
NORMAN	593	11.8	644.2	85-7	72.0	62-6	56.3	4	15	65	16	2	13	72	13	1	13	70	16	8	23	59	10
NOWATA	59	11.5	639.4	82-7	69.0	56-5	53.2	7	34	51	8	5	14	78	3	2	12	81	5	12	42	32	14
OAKS MISSION	24	10.1	617.9	61-6	55.5	29-4	38.3	0	33	63	4	4	8	83	4	0	25	75	0	17	33	46	4
OILTON	20	9.8	613.8	55-5	52.7	24-4	35.1	65	15	20	0	0	40	60	0	5	60	30	5	45	30	15	10
OKARCHE	23	11.3	635.8	79-7	67.1	51-5	50.6	0	13	57	30	0	26	48	26	0	26	52	22	0	22	57	22
OKAY	26	10.5	623.4	67-6	59.2	35-4	42.0	15	19	65	0	12	12	73	4	0	31	62	8	15	27	58	0
OKEENE	19	12.5	655.2	92-8	79.5	75-6	63.8	5	32	47	16	0	11	79	11	0	0	74	26	5	26	42	26
OKEMAH	56	11.6	640.3	83-7	70.0	57-5	53.7	0	31	45	24	2	9	56	33	0	20	62	18	5	31	58	5

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	ANALYTIC SCORING BY AREA I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4
OKLAHOMA CITY	11484	10.3	621.5	64-6	57.7	33-4	40.9	16	31	44	9	9	31	53	7	4	29	60	7	18	40	35	7
OKMULGEE	140	10.2	620.8	63-6	57.1	32-4	40.2	26	31	38	4	10	42	43	5	8	45	41	6	28	42	22	8
OKTAHA	29	11.4	637.2	80-7	67.9	53-5	51.6	0	24	62	14	0	21	69	10	0	34	52	14	21	52	14	14
OLIVE	27	10.3	622.8	66-6	58.5	36-4	42.1	15	7	78	0	4	15	81	0	7	15	74	4	22	33	44	0
OLNEY	11	9.7	612.9	54-5	52.3	24-4	34.8	18	27	45	9	9	55	27	9	9	73	9	9	18	18	55	9
OLUSTEE	12	10.5	623.8	67-6	59.4	36-4	42.3	0	33	67	0	0	8	83	8	0	42	58	0	0	17	83	0
ONEY	7	11.0	630.4	74-6	63.5	44-5	46.9	0	43	57	0	14	14	71	0	0	14	86	0	14	43	43	0
OOLOGAH TALALA	65	11.9	645.9	86-7	72.7	64-6	57.4	5	30	47	19	3	33	47	17	0	28	59	13	17	33	30	20
OWASSO	309	11.6	641.4	83-7	70.0	59-5	54.4	14	28	44	15	5	22	59	14	3	18	68	11	20	27	40	13
PADEN	17	10.5	625.5	69-6	60.3	39-4	44.0	18	6	65	12	6	41	47	6	6	6	82	6	29	29	35	6
PANAMA	61	11.1	633.8	77-7	65.3	48-5	49.1	11	30	49	10	8	33	48	11	2	26	59	13	28	28	31	13
PANOLA	13	11.3	635.6	77-7	65.6	50-5	50.2	0	0	85	15	0	8	85	8	0	15	85	0	0	46	46	8
PAOLI	21	12.3	651.3	90-8	76.3	70-6	61.2	0	29	62	10	0	19	67	14	0	19	67	14	0	52	43	5

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ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS
MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
PAULS VALLEY	86	11.3	636.8	79-7	67.1	53-5	51.3	14	26	36	24	9	20	48	22	5	38	46	12	16	36	40	7
PAWHUSKA	49	10.8	628.5	72-6	62.3	42-5	45.5	2	8	78	12	0	14	80	6	0	16	80	4	2	8	80	10
PAWNEE	45	11.0	631.3	75-6	64.2	46-5	47.5	0	16	71	13	0	9	71	20	0	11	80	9	11	36	44	9
PERKINS TRYON	80	12.3	652.4	90-8	77.0	71-6	61.8	13	19	55	14	3	16	70	11	1	24	64	11	18	29	44	10
PERNELL	5																						
PERRY	70	11.1	633.2	77-7	65.3	48-5	48.9	1	10	78	10	4	17	62	16	3	9	77	12	3	25	61	12
PICHER CARDIN	29	9.5	610.3	51-5	50.6	21-3	32.8	31	34	34	0	7	45	41	7	14	52	34	0	28	34	31	7
PIEDMONT	66	11.8	644.6	85-7	72.1	63-6	56.8	6	18	50	26	2	21	52	26	2	27	56	15	15	27	30	27
PIONEER PLEASANT VA	34	12.0	649.5	87-7	74.0	68-6	60.0	32	18	44	6	21	24	44	12	6	24	62	9	41	32	24	3
PITTSBURG	11	11.0	630.0	74-6	63.3	44-5	46.6	0	45	55	0	18	27	55	0	0	36	64	0	0	64	36	0
PLAINVIEW SD/ARDMOR	65	10.8	628.8	72-6	62.4	42-5	45.8	3	15	54	28	2	14	66	18	0	12	78	9	8	20	60	12
PLEASANT GRV/SEMINO	19	9.2	606.5	46-5	48.0	17-3	30.0	21	21	42	16	5	37	58	0	5	58	26	11	21	53	26	0
POCOLA	61	11.6	640.7	83-7	69.9	57-5	53.8	10	23	66	2	5	25	67	3	0	10	90	0	18	46	34	2

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES		NATIONAL MEAN		STATE MEAN		ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	PR-S	NCE	PR-S	NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
PONCA CITY	347	11.4	639.0	82-7	68.9	55-5	52.8	8	22	51	19	2	16	65	17	2	13	67	17	7	25	53	15
POND CREEK HUNTER	19	12.2	650.2	89-8	76.2	69-6	60.4	0	21	68	11	0	11	68	21	0	0	74	26	0	32	47	21
PORTER	38	11.8	645.0	86-7	72.6	64-6	57.3	26	34	39	0	26	34	39	0	5	47	47	0	39	29	32	0
PORUM	27	11.6	642.0	83-7	69.9	59-5	54.5	11	41	44	4	11	41	37	11	7	44	41	7	19	26	52	4
POTEAU	112	12.1	648.1	88-7	74.3	66-6	58.8	1	13	79	7	2	22	71	5	0	13	72	14	2	42	54	3
PRAGUE	71	11.0	633.1	77-7	65.1	49-5	49.2	13	20	59	8	7	20	65	8	3	17	73	7	13	30	48	10
PRESTON	37	12.3	651.9	90-8	77.1	71-6	61.6	5	16	62	16	3	14	62	22	0	14	65	22	8	32	46	14
PRUE	21	12.4	653.1	91-8	77.6	72-6	62.3	14	14	52	19	5	33	52	10	5	24	52	19	24	29	38	10
PRYOR	141	12.6	657.0	92-8	79.5	76-6	64.9	1	15	48	36	0	11	59	30	0	7	64	30	1	18	49	33
PURCELL	77	11.1	634.5	78-7	65.9	49-5	49.6	10	17	58	14	5	12	74	9	1	6	68	25	18	35	43	4
PUTNAM CITY	1116	11.6	641.6	83-7	70.2	59-5	54.5	7	24	47	22	3	17	58	22	2	18	59	21	10	27	46	17
QUAPAW	38	11.0	631.4	75-6	64.2	46-5	47.6	8	47	42	3	16	21	63	0	0	29	66	5	26	34	37	3
QUINTON	34	11.9	645.6	86-7	72.6	64-6	57.5	24	32	32	12	3	21	71	6	3	9	68	21	29	35	35	0

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA											
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III			
								1	2	3	4	1	2	3	4	1	2	3	4
RALSTON	12	11.4	638.1	81-7	68.4	54-5	52.0	0	8	92	0	8	8	83	0	8	25	58	8
RATTAN	29	10.2	619.1	62-6	56.3	30-4	39.0	7	24	59	10	10	24	59	7	0	31	62	7
RED OAK	15	11.6	641.2	83-7	70.0	58-5	54.2	0	7	80	13	0	0	80	20	0	7	93	0
RED ROCK	11	11.0	632.8	77-7	65.3	47-5	48.3	9	36	55	0	0	36	64	0	0	36	55	9
RINGLING	38	11.1	634.0	77-7	65.5	49-5	49.2	11	8	61	21	3	21	58	18	0	13	63	24
RINGWOOD	23	12.3	651.8	90-8	77.3	71-6	61.5	4	4	43	48	0	4	35	61	0	9	65	26
RIPLEY	30	9.9	617.0	59-5	54.8	29-4	38.5	7	23	57	13	3	10	77	10	3	10	70	17
ROFF	25	11.7	642.4	84-7	71.2	60-6	55.1	8	8	80	4	0	24	64	12	0	8	80	12
ROLAND	63	11.5	638.7	82-7	68.9	55-5	52.5	10	16	63	11	2	19	73	6	0	25	67	8
ROOSEVELT	7	11.4	636.8	80-7	67.7	53-5	51.4	0	14	86	0	0	14	86	0	0	14	71	14
RUSH SPRINGS	38	10.6	626.6	70-6	61.1	41-5	45.0	5	18	50	26	5	21	50	24	5	18	58	18
RYAN	39	10.3	620.0	63-6	56.9	31-4	39.7	5	33	44	18	3	10	64	23	0	13	77	10
SALINA	51	10.7	627.5	71-6	61.6	40-5	44.7	4	51	31	14	0	31	51	18	0	24	61	14

IV			
1	2	3	4
0	17	67	17
17	34	45	3
0	20	53	27
0	36	45	18
16	24	55	5
17	30	22	30
7	27	43	23
4	48	44	4
8	19	54	19
0	14	71	14
11	37	39	13
18	33	26	23
10	33	35	22

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
SALLISAW	151	10.7	627.3	71-6	61.4	40-5	44.7	9	32	55	5	5	21	68	7	3	26	64	7	14	36	42	8
SAND SPRINGS	361	11.1	633.6	77-7	65.5	48-5	49.0	6	20	57	17	1	19	64	15	1	18	70	11	6	31	50	14
SAPULPA	345	11.2	635.9	79-7	66.7	52-5	50.8	13	23	48	17	5	23	58	14	3	18	62	18	13	31	42	14
SASAKWA	11	10.9	629.0	73-6	62.7	43-5	45.9	0	64	27	9	0	64	36	0	0	18	73	9	0	64	36	0
SAVANNA	43	12.0	646.1	87-7	73.5	64-6	57.6	2	30	51	16	2	23	65	9	0	2	84	14	16	26	40	19
SAYRE	32	12.2	651.1	90-8	76.6	70-6	61.0	19	31	47	3	6	22	69	3	0	28	69	3	25	25	47	3
SCHULTER	17	11.2	634.6	77-7	65.4	49-5	49.6	18	35	47	0	0	59	35	6	0	53	47	0	41	47	6	6
SEILING	30	11.6	640.8	82-7	69.2	57-5	53.9	0	10	67	23	0	10	50	40	0	7	80	13	0	27	63	10
SEMINOLE	73	11.4	637.8	81-7	68.2	54-5	51.9	5	27	49	18	1	22	52	25	0	12	74	14	10	38	45	7
SENTINEL	15	11.0	631.6	75-6	64.2	45-5	47.5	7	27	33	33	7	27	40	27	7	13	47	33	13	60	13	13
SEQUOYAH	58	12.1	648.8	88-7	74.1	67-6	59.4	11	18	44	28	0	19	61	19	0	12	49	39	11	28	42	19
SHARON MUTUAL	24	10.6	624.6	68-6	60.0	37-4	43.0	4	17	61	17	0	22	70	9	0	26	65	9	17	30	39	13
SHATTUCK	22	12.5	654.0	91-8	78.5	73-6	63.0	0	0	41	59	0	5	27	68	0	0	55	45	0	14	45	41

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA													
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I 1	I 2	I 3	I 4	II 1	II 2	II 3	II 4	III 1	III 2	III 3	III 4	IV 1	IV 2	IV 3	IV 4
SHAWNEE	222	10.8	628.9	72-6	62.4	42-5	45.7	4	26	60	10	2	20	65	13	4	23	66	7	7	31	53	9
SHIDLER	24	11.3	636.2	79-7	66.8	52-5	50.8	13	46	42	0	8	42	46	4	4	50	46	0	21	38	38	4
SILO	38	11.8	643.0	85-7	71.8	61-6	55.5	0	21	61	18	0	13	71	16	0	8	84	8	3	37	50	11
SKIATOOK	87	11.6	640.5	82-7	69.4	57-5	53.7	3	31	47	19	0	15	66	19	0	24	59	16	8	34	47	12
SMITHVILLE	20	10.8	627.9	71-6	61.8	41-5	45.2	0	30	60	10	0	35	65	0	0	5	95	0	25	45	30	0
SNYDER	25	10.9	629.4	74-6	63.1	43-5	46.2	4	8	64	24	4	12	68	16	0	8	80	12	20	32	36	12
SOPER	20	12.3	651.6	90-8	77.2	71-6	61.3	0	0	99	0	0	0	95	5	0	0	99	0	0	0	99	0
SOUTHSIDE	9	9.6	612.8	54-5	52.2	25-4	35.9	22	33	44	0	11	44	44	0	11	11	56	22	33	33	0	33
SPERRY	52	11.2	634.1	78-7	65.9	49-5	49.4	2	33	56	10	2	31	56	12	2	50	40	8	8	33	52	8
SPIRO	81	10.3	622.0	65-6	58.1	34-4	41.3	16	37	46	1	12	27	58	2	6	30	63	1	26	33	41	0
SPRINGER	8	9.8	613.5	55-5	52.7	24-4	35.3	13	13	75	0	0	50	38	13	0	25	75	0	25	50	25	0
STERLING	21	10.9	629.8	74-6	63.3	44-5	46.4	10	43	43	5	0	67	19	14	0	10	76	14	24	38	29	10
STIGLER	61	10.9	630.5	74-6	63.6	44-5	46.9	15	26	48	11	7	31	52	10	0	28	61	11	23	30	38	10

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA													
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
STILLWATER	233	12.2	650.5	89-8	75.7	69-6	60.6	3	22	50	24	1	14	54	31	1	12	66	21	12	28	42	18
STONEWALL	17	11.2	635.2	79-7	66.7	50-5	50.1	0	29	71	0	6	24	71	0	6	6	88	0	12	59	24	6
STRATFORD	28	11.4	637.8	79-7	66.9	53-5	51.6	4	54	32	11	11	36	43	11	0	61	29	11	39	29	25	7
STRINGTOWN	18	10.1	619.3	62-6	56.3	30-4	39.0	17	33	50	0	6	39	56	0	0	44	50	6	28	33	39	0
STROTHER	24	12.0	647.0	87-7	73.1	65-6	58.1	13	42	42	4	8	38	38	17	0	25	63	13	25	21	46	8
STROUD	45	10.2	621.4	64-6	57.5	33-4	40.7	18	31	51	0	11	36	53	0	4	40	53	2	13	31	53	2
STUART	30	13.9	676.4	96-9	87.4	91-8	77.5	3	13	37	47	0	20	33	47	0	13	40	47	7	7	23	63
SULPHUR	82	11.1	632.3	76-6	64.8	47-5	48.2	12	30	44	13	1	17	66	16	1	11	78	10	21	32	44	4
SWEETWATER	9	11.7	642.4	84-7	70.6	60-6	55.0	0	33	33	33	0	33	44	22	0	0	67	33	22	56	22	0
TAHLEQUAH	257	11.5	640.1	82-7	69.5	57-5	53.5	2	20	57	21	2	15	63	19	2	16	67	15	6	29	54	12
TALIHINA	50	11.4	638.0	81-7	68.0	54-5	52.0	4	12	62	22	2	26	56	16	0	8	84	8	14	30	46	10
TALOGA	19	11.4	637.2	80-7	67.5	53-5	51.5	5	32	53	11	0	21	68	11	0	37	58	5	26	42	32	0
TECUMSEH	136	10.9	630.2	74-6	63.4	44-5	46.7	7	21	59	14	4	21	61	15	1	14	70	14	11	29	50	10

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA													
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
TEMPLE	24	11.4	637.5	81-7	68.1	53-5	51.8	4	21	54	21	0	25	50	25	8	21	50	21	0	25	71	4
TEXHOMA	19	11.2	634.3	78-7	65.8	49-5	49.6	0	5	84	11	0	5	84	11	0	16	74	11	0	16	74	11
THACKERVILLE	31	10.8	628.1	72-6	62.0	41-5	45.3	32	29	29	10	13	29	58	0	0	39	52	10	19	42	35	3
THOMAS	32	11.2	633.5	77-7	65.6	48-5	49.1	0	25	75	0	0	38	59	3	0	13	88	0	25	41	34	0
TIPTON	27	10.0	616.7	59-5	54.9	27-4	37.3	0	26	74	0	0	33	67	0	0	22	74	4	0	48	52	0
TISHOMINGO	51	10.6	624.5	68-6	59.8	37-4	42.8	12	22	51	16	10	24	59	8	0	27	73	0	18	43	35	4
TONKAWA	40	10.3	622.3	65-6	58.3	34-4	41.3	10	35	45	10	5	35	50	10	8	33	43	18	5	38	50	8
TULSA	1939	10.8	629.5	72-6	62.5	43-5	46.3	17	32	41	11	7	28	53	11	6	31	55	9	19	33	38	10
TUPELO	15	10.4	622.4	66-6	58.4	34-4	41.3	0	20	80	0	0	0	80	20	0	0	80	20	0	27	47	27
TURNER	26	11.0	631.4	75-6	64.3	46-5	47.6	19	42	27	12	19	31	46	4	0	31	62	8	19	42	23	15
TURPIN	25	11.5	639.3	82-7	69.0	56-5	53.0	0	16	52	32	0	16	60	24	0	20	52	28	4	24	52	20
TUSHKA	20	10.9	629.0	72-6	62.3	42-5	45.9	5	30	25	40	5	10	55	30	5	30	50	15	10	30	50	10
TUTTLE	79	11.0	630.9	74-6	63.7	45-5	47.1	8	35	37	20	5	25	61	9	3	32	56	10	3	42	46	10

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89
NORMS : SPRING 10

GRADE: 10
LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA											
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
TYRONE	14	11.4	637.2	81-7	68.2	53-5	51.5	0	21	64	14	0	21	71	7	0	7	64	29	21	21	50	7
UNION CITY	22	12.0	647.5	88-7	74.7	66-6	58.6	9	0	68	23	0	9	82	9	0	9	77	14	0	14	68	18
UNION	583	11.1	633.3	77-7	65.3	48-5	49.0	5	20	61	14	4	18	66	12	2	22	66	9	7	26	57	10
VALLIANT	51	11.7	642.7	85-7	71.5	60-6	55.2	6	22	50	22	0	24	60	16	0	6	74	20	20	16	54	10
VANOSS	24	10.8	628.7	72-6	62.5	42-5	45.7	4	21	71	4	4	38	54	4	0	17	83	0	4	33	63	0
VARNUM	16	10.5	623.9	67-6	59.4	36-4	42.4	6	19	56	19	0	31	50	19	6	31	56	6	19	31	50	0
VELMA ALMA	26	11.3	635.2	79-7	66.7	50-5	50.2	12	38	35	15	4	35	46	15	0	19	73	8	12	58	23	8
VERDEN	22	10.4	622.0	65-6	58.1	34-4	41.0	5	9	86	0	0	23	64	14	0	18	77	5	14	36	50	0
VIAN	66	11.5	640.4	82-7	68.9	58-5	54.0	15	46	31	8	12	35	40	12	6	23	62	9	32	38	26	3
VICI	16	11.9	645.3	87-7	73.4	63-6	57.1	0	31	56	13	0	25	63	13	0	13	81	6	13	25	56	6
VINITA	87	12.1	648.3	88-7	74.5	67-6	59.0	9	22	51	18	5	18	62	15	2	9	69	20	23	22	39	16
WAGONER	127	9.8	614.3	56-5	53.0	25-4	35.8	20	38	39	3	9	37	50	5	10	50	38	2	19	39	33	9
WAKITA	9	12.7	658.7	93-8	80.4	78-7	66.1	0	11	56	33	0	11	78	11	0	11	56	33	0	33	33	33

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA															
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
WALTERS	44	12.2	650.7	89-8	75.5	69-6	60.6	9	20	48	23	0	20	59	20	0	25	64	11	18	32	23	27
WANETTE	20	11.8	643.1	85-7	71.6	61-6	55.6	5	25	50	20	0	20	75	5	0	25	55	20	5	60	20	15
WANN	9	12.6	656.6	93-8	80.4	76-6	64.8	11	11	67	11	0	44	44	11	0	0	89	11	22	22	56	0
WAPANUCKA	16	9.1	605.8	46-5	47.5	18-3	31.0	31	38	31	0	44	25	31	0	13	50	31	6	56	19	25	0
WARNER	49	11.4	639.5	82-7	69.3	56-5	53.3	6	20	59	14	0	20	65	14	2	12	57	29	8	20	67	4
WASHINGTON	41	10.4	622.7	66-6	58.7	34-4	41.5	15	17	63	5	12	27	59	2	2	20	78	0	15	41	41	2
WASHITA HEIGHTS	11	11.7	641.6	84-7	70.7	59-5	54.6	0	18	73	9	0	36	64	0	0	0	99	0	0	82	18	0
WATONGA	59	10.8	628.7	72-6	62.3	42-5	45.6	7	17	58	19	5	20	56	19	2	17	63	19	12	36	44	8
WATTS	22	11.0	631.2	75-6	64.0	45-5	47.4	18	23	55	5	0	27	59	14	0	23	68	9	18	14	64	5
WAUKOMIS	31	11.9	645.2	86-7	72.5	63-6	56.9	3	16	61	19	0	16	74	10	0	16	71	13	3	29	48	19
WAURIKA	30	12.0	646.0	87-7	73.3	64-6	57.5	0	3	60	37	0	7	53	40	0	10	50	40	0	10	67	23
WAYNE	33	11.6	640.9	84-7	70.4	58-5	54.0	0	33	48	18	3	27	64	6	0	18	76	6	6	30	48	15
WAYNOKA	18	11.4	637.4	81-7	68.1	53-5	51.7	0	28	56	17	0	11	83	6	0	17	67	17	0	17	56	28

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

L I S T
O F
A V E R A G E S

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA													
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
WEATHERFORD	98	12.0	647.4	87-7	73.8	66-6	58.5	3	14	50	33	2	10	65	22	0	9	64	27	5	28	50	17
WEBBERS FALLS	26	11.5	638.6	81-7	68.7	55-5	52.5	0	42	50	8	0	19	77	4	0	8	88	4	0	46	54	0
WELCH	23	11.4	638.0	81-7	68.3	54-5	52.1	9	26	52	13	13	26	57	4	4	13	78	4	22	30	35	13
WELEETKA	34	10.8	629.8	73-6	63.0	43-5	46.2	6	61	27	6	9	39	45	6	6	45	39	9	27	42	24	6
WELLSTON	40	9.9	618.4	61-6	55.6	30-4	38.9	18	30	45	8	8	25	58	10	3	33	50	15	13	38	48	3
WESTERN HEIGHTS	176	11.4	637.9	81-7	68.2	54-5	52.0	10	14	60	16	6	15	72	7	1	14	72	14	13	24	49	15
WESTVILLE	68	9.5	612.1	53-5	51.6	24-4	34.9	15	30	52	3	9	28	61	1	16	16	63	4	27	25	42	6
WETUMKA	43	11.4	637.2	80-7	67.9	53-5	51.5	21	14	58	7	5	23	65	7	2	26	65	7	21	26	47	7
WEWOKA	53	11.9	645.9	86-7	73.0	64-6	57.4	2	6	75	17	2	9	75	13	0	11	81	8	2	17	49	32
WHITE OAK	17	10.2	620.4	63-6	56.9	32-4	39.8	0	29	59	12	0	35	59	6	0	35	59	6	0	29	65	6
WHITESBORO	14	12.2	649.6	89-8	76.0	68-6	60.0	21	14	36	29	7	29	43	21	0	7	86	7	7	36	43	14
WILBURTON	50	11.9	646.6	87-7	73.2	64-6	57.7	14	24	50	12	6	20	50	24	4	18	58	20	14	22	50	14
WILSON/HENRYETTA	17	9.7	613.7	56-5	52.9	25-4	35.8	6	18	76	0	6	29	59	6	6	18	76	0	6	71	24	0

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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METROPOLITAN ACHIEVEMENT TESTS

MAT6 WRITING TEST

STATE OF OKLAHOMA

TEST DATE: 02/14/89 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : B

LIST OF AVERAGES

DISTRICTS ARE LISTED IN ALPHABETICAL ORDER

DISTRICT NAME	# TESTED	HOLISTIC SCORES						ANALYTIC SCORING BY AREA													
		MEAN RS	MEAN SS	NATIONAL MEAN PR-S	NATIONAL MEAN NCE	STATE MEAN PR-S	STATE MEAN NCE	I				II				III				IV			
								1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
WILSON	33	11.0	631.2	75-6	64.1	45-5	47.4	27	9	45	18	21	18	61	0	0	36	61	3	24	27	42	6
WISTER	24	11.3	636.3	79-7	67.2	52-5	50.8	17	54	29	0	0	42	50	8	4	33	63	0	21	58	17	4
WOODWARD	155	11.9	645.4	86-7	73.1	63-6	57.1	2	17	59	22	1	12	62	25	1	10	70	20	6	33	41	20
WRIGHT CITY	41	11.2	634.8	78-7	66.1	50-5	49.9	0	0	85	15	0	5	83	12	0	7	80	12	7	17	51	24
WYANDOTTE	44	11.6	640.2	82-7	69.6	57-5	53.5	20	39	36	5	5	32	61	2	0	25	64	11	32	45	18	5
WYNNEWOOD	49	12.0	646.8	87-7	73.8	65-6	58.0	12	24	53	10	6	29	65	0	0	6	90	4	16	29	53	2
WYNONA	11	11.5	638.7	82-7	69.0	55-5	52.6	0	36	55	9	0	9	82	9	0	9	82	9	0	36	55	9
YALE	33	12.0	646.9	88-7	74.3	65-6	58.2	0	24	42	33	0	18	76	6	0	6	76	18	6	27	45	21
YARBROUGH	13	11.3	634.9	78-7	66.2	50-5	50.1	0	8	31	62	0	31	69	0	0	0	99	0	0	8	62	31
YUBA	16	13.0	662.0	93-8	81.2	81-7	68.1	19	25	38	19	0	6	94	0	0	6	88	6	19	50	25	6
YUKON	367	11.4	638.3	81-7	68.3	54-5	52.3	7	28	52	13	2	17	68	12	1	24	63	12	17	29	39	15

NOTES: PR-S IS OF THE MEAN NCE
ANALYTIC SCORES INDICATE THE % OF STUDENTS FOR EACH SCORE WITH EACH AREA

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APPRENDIX G

OKLAHOMA SCHOOL TESTING PROGRAM

MANUAL FOR INTERPRETING

MAT-6 WRITING TEST

1989

(See Companion Document)

APPENDIX H

Supplement to the Norms and Technical Information Booklet

MAT-6 Writing Test
1989

1989

OKLAHOMA SCHOOL TESTING PROGRAM
WRITING ASSESSMENT

GERALD E. HOELTZEL, SUPERINTENDENT OF PUBLIC INSTRUCTION

SUPPLEMENT TO THE NORMS AND TECHNICAL INFORMATION BOOKLET

METROPOLITAN ACHIEVEMENT TEST

MAT6
WRITING TEST

LEVEL 2, FORM B
LEVEL 3, FORM B

THE PSYCHOLOGICAL CORPORATION
HARCOURT BRACE JOVANOVICH, INC.

In the Spring of 1987, The Psychological Corporation conducted a research study to equate 15 new writing prompts to Form L of the *Metropolitan Achievement Test*. The new prompts were administered to approximately 9,000 students in 20 states. In addition to taking one new prompt, each student was tested with Form L of the MAT6 Writing Test. All students were also administered the *Metropolitan Achievement Tests, 6th edition, Survey Battery* Language and Spelling tests.

The Oklahoma School Testing Program Writing Assessment introduced two of these new prompts in grades 7 and 10 in 1987 and two additional prompts in 1988. Below is a description of the equating and statistical information pertaining to the two prompts most recently adopted by Oklahoma, Level 3, Form B, in grade 10 and Level 2, Form B, in grade 7.

Equating Program

To accomplish the equating of the 15 new prompts to Form L of MAT6, the Writing Tests were administered in counterbalanced order: half of the students took the new prompt first followed by Form L; the other half took Form L first followed by the new prompt. The data from this program were used to equate the new forms to the existing Form L of the test and to establish the alternate-form reliability.

The study used an equipercentile equating, linking each new form to Form L of the same level of the Writing Test. The outcome of the equating study is that each Raw Score on the new prompt is associated with a scaled score on the standardization scale. This means that the existing Scaled Score to Percentile Rank conversion table developed in the standardization is still employed when converting Scaled Scores to Percentile Ranks for the new forms (see Table 11B, pages 34 and 35 of the *Norms and Technical Information Booklet).*

Inter-rater Reliability

Each test was graded by two independent readers. The total raw score was equal to the sum of the two scores. Table 1 presents the inter-rater reliability for the holistic scoring of the new writing prompts.

Table 1 - Inter-rater Reliability Coefficients

Level	Form B	
	Simple r	Corrected r
2	.87	.93
3	.86	.92

Correlation with MAT6 Survey, Language and Spelling

In order to gain additional information about the sample of students taking the new Writing Test prompts, these students were administered the MAT6 Language and Spelling Tests, which are parts of the MAT6 Survey Battery, normed in the Fall and Spring of 1985. Tables 15A - 15K (pages 41 through 46 of the *Norms and Technical Information Booklet*) provide the correlations between the Complete Battery of the MAT6 Survey and Forms L and M of the Writing Test.

Table 2 shows the correlations between MAT6 Language, Spelling, and Total Language scores, and scores on the MAT6 Writing Test Level 2, Form B and Level 3, Form B.

Table 2 - Correlations between MAT6 Writing Test Level 2, Form B and Level 3, Form B, Raw Scores and the MAT6 Language, Spelling, and Total Language Raw Scores

	Form B	
Test	Level 2	Level 3
Language	.34	.47
Spelling	.33	.28
Total Language	.38	.47

Correlation Between Holistic and Analytic Scoring

Both holistic and analytic scores were developed for the new prompts. Using the holistic scoring method, the scorer makes a single, overall judgment of the quality of the writing sample. The judgment is based on the overall impact made by the writing, taking into account all factors relevant to good writing (except penmanship, which should be completely disregarded). The scorer reads an essay attentively but not laboriously and immediately makes a rating. Analytic scoring is a method of scoring in which the rater makes a separate judgment on specific features, providing a more comprehensive picture of writing performance. Table 4 presents the correlation between the Holistic and Analytic Scores for Level 2, Form B and Level 3, Form B.

Table 4 - Correlation Between Holistic and Analytic Scores Level 2, Form B and Level 3, Form B

	Form B	
Analytic Areas	Level 2	Level 3
Area I - Sentence Formation	.39	.39
Area II - Word Usage	.39	.37
Area III - Content Development	.57	.47
Area IV - Writing Mechanics	.40	.34

In summary, scaled scores reported for the new Form B prompts are comparable to those on Forms L and M of the Writing Test because the scores are reported on the same score scale. The percentile ranks corresponding to scaled scores obtained on both sets of prompts refer to the same norming sample.

Match Between Oklahoma's Suggested Learner Outcomes for Composition at Grade Seven and the MAT6 *Writing Test* Analytic Scoring Guidelines

Code	Suggested Learner Outcome	Analytic Scoring Area
C007.4	The student will use expression in dialogue, poetry, tall tales, science fiction, fables, myths, essays, reports, letters, short stories, songs, or ballads.	Area III - Content Development
C007.5	The student will develop a paragraph using a pre-writing, writing, revising, and editing process.	Area I - Sentence Formation Area II - Word Usage Area III - Content Development Area IV - Writing Mechanics
C007.6	The student will paraphrase information from written and oral materials.	Area I - Sentence Formation Area II - Word Usage

Match Between Oklahoma's Suggested Learner Outcomes for Composition at Grade Ten and the MAT6 *Writing Test* Analytic Scoring Guidelines

Code	Suggested Learner Outcome	Analytic Scoring Area
C010.3	The student will expand paragraph writing skills, to include various organizational skills: spatial, cause and effect, classification, deduction, and induction.	Area III - Content Development
C010.4	The student will use parallel structures and transitional devices (i.e., words, sentences, phrases) in written work.	Area I - Sentence Formation Area II - Word Usage
C010.6	The student will revise and edit paragraphs, essays, and other written materials, specifically eliminating errors in grammar, punctuation, spelling semantics, and syntax.	Area I - Sentence Formation Area II - Word Usage Area IV - Writing Mechanics
C010.8	The student will write a composition using an introductory paragraph.	Area III - Content Development

Oklahoma State
Department of Education

GERALD E. HOELTZEL, SUPERINTENDENT OF PUBLIC INSTRUCTION

1989
OKLAHOMA
School Testing Program

METROPOLITAN ACHIEVEMENT TESTS

MAT6
Writing Test

THE PSYCHOLOGICAL CORPORATION
HARCOURT BRACE JOVANOVICH, INC.

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METROPOLITAN ACHIEVEMENT TESTS

MAT6

Thomas P. Hogan • Roger C. Farr • George A. Prescott • Irving H. Balow

Writing Test Manual for Interpreting

THE PSYCHOLOGICAL CORPORATION
HARCOURT BRACE JOVANOVICH, INC.

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Part I
General Purpose and Structure

Chapter One
Purposes and Uses

The *Writing Test* of the *Metropolitan Achievement Tests*, 6th edition, MAT6, provides a systematic procedure for evaluating the writing skill of students in grades 2 - 12. The test measures writing skill in what is variously called a "free writing," "essay writing," or "direct assessment" mode. That is, students actually produce a piece of writing, in response to a given stimulus. This piece of writing is then judged, by trained raters operating with agreed upon principles, for its merit.

The test is intended to be used for purposes of evaluating, in a standardized way, the writing skill of individual students and groups of students both with respect to present status and progress over time. Such assessment is intended to be an aid in instructional planning for the individual student and for curricular analysis. In these respects, the *Writing Test* shares the purposes of most standardized achievement tests.

The *Writing Test* is part of the overall MAT6 series. As such, it is intended that the most frequent use of the test will be in conjunction with the multiple-choice portions of the MAT6 battery, especially the Language Tests (in either the Survey battery or the *Language Diagnostic Tests*). The *Writing Test* is correlated, both theoretically and statistically, with the Language and Spelling Tests in the MAT6 Survey battery and with the *Language Diagnostic Tests*. Therefore, it permits coordinated reporting and interpretation to obtain a more complete picture of how students' writing achievement relates to performance in other subjects, particularly the language arts.

This *Writing Test* is unique among direct writing assessments in that it yields normative data. These scores are based on a national standardization sample tested in spring of 1985. Therefore, in addition to receiving holistic ratings of the pupils' writing skills, schools will be able to describe the performance of their students in comparison to their peers across the country. Because of carefully controlled research, the norms for the MAT6 *Writing Test* are compatible with those for the MAT6 Achievement Tests, allowing coordinated reporting and interpretation.

There are many arguments about whether it is better to assess writing skill with a free writing exercise or with a multiple-choice format. The position taken for the *Metropolitan Achievement Tests* is that the best assessment comes from using a combination of the two methodologies; each measures some unique aspects of the intended outcomes of a language instructional program. However,

it is possible to use the *Writing Test* independent of the multiple-choice portions of the MAT6 series.

Just as the *Writing Test* is not intended as a substitute for the Language Tests in the MAT6 series, so it is not intended that the *Writing Test* replace other methods of assessing writing in the ordinary classroom situation.

Writing skill has traditionally been one of the most troublesome areas of assessment, both for measurement specialists and classroom teachers. Hence, it seems prudent to encourage a variety of approaches to measuring writing skill. It is hoped that the *Writing Test* will add significantly to the array of measures available for dealing with this difficult area.

Chapter Two
Structure

This chapter provides a brief description and explanation of the levels, forms, and scoring options of the MAT6 *Writing Test*. A fuller explanation of the scoring options appears in Part II of the Manual.

Levels and Forms

The *Writing Test* is available at three levels, as indicated below, with initial standardization of two prompts at each level, and later standardization of several additional forms. The forms are intended to be comparable in terms of the types of writing elicited and are equated in a normative sense, thus allowing for comparable measurement over time, e.g. from grade to grade, or before and after an instructional program.

LEVEL	INTENDED GRADES
1	2 - 4
2	5 - 8
3	9 - 12

Although the three levels span a considerable grade range, all levels call for basically the same type of writing and use the same administration procedures. The major difference among the levels is in the face validity of the writing stimulus (a picture in all instances), with Level 1 using situations and central figures more suited to younger students and Level 3 using situations and central figures more suited to older students. Of course, the norms have been established separately for the various grade ranges targeted for the different levels. Although the grades designated for Level 1 are Grades 2 through 4, we do not recommend testing before the end of Grade 2.

Holistic and Analytic Scoring

The holistic scoring of the *Writing Test* allows for norm-referenced and criterion-referenced information about the students' overall writing ability. In addition, the analytic scoring provides criterion-referenced information about the students' specific strengths and weaknesses in writing. The information provided by the holistic and analytic scores can be used in instructional planning strategies for improving students' writing skills.

Chapter Three
Decisions Regarding Design

In designing a standardized measure of free writing skill, a myriad of questions must be answered about the nature of the instrument, administrative procedures, and scoring. Since there are not many tests of free-writing skill available, one cannot rely on widely accepted practices to answer many of these questions. Further, while there has been much research done on the measurement of writing skill, there remain many unanswered questions. To complicate matters even further, there are some strongly held opinions on the "do's and don'ts" of measuring writing skill: some at variance with well established research findings, some contradictory, and some with little foundation other than a general feeling. Many attempts to provide a measure of writing skill have foundered because of an inability to cut through this morass of questions.

In the following paragraphs, we attempt to identify the various decisions made while designing the MAT6 *Writing Test*. It should be clear at the outset that for any number of these decisions there are several acceptable ways of treating the particular design problem; and the decision made cannot be defended as being necessarily better than all the alternatives. However, some decision had to be made and the user of the Test should at least be aware of the choices made.

Type of Writing

Rhetoric books are filled with categorizations of types of writing: descriptive, narrative, expository, argumentative, etc. However, there is no universally agreed upon scheme of classification. In addition, research on the question of whether the nature of the topic or type of writing makes any difference in the assessment of writing skill is by no means definitive. What little evidence we have tends to suggest that the type of writing called for does not make much difference (except in total quantity of output), but much more research is needed on this point.

The type of writing called for in the MAT6 *Writing Test* is best classified as narrative/descriptive, according to some of the commonly used classifications. In all instances, i.e., at all levels and in all forms, the test directions call for the students to "tell a story" based on a pictorial stimulus. This type of topic may be distinguished from expository or argumentative writing, in which the person is asked to take a position or develop a theme.

The choice of type of topic for the MAT6 *Writing Test* was dictated by a desire for consistency across grades. In the lower grades, nearly all writing is of the descriptive or narrative type. In the upper grades, there is a greater

variety of types of writing, with increasing emphasis on expository and argumentative forms, and even scientific writing, but not to the exclusion of the narrative/descriptive mode. Hence, to use a type of writing that had some currency at all grade levels, the narrative/descriptive type was selected.

Test Length

The *Writing Test* has a 20-minute time limit at all levels. Opinions on how much time should be allotted for completion of a writing sample vary widely. Unfortunately, there appears to be no research on whether the length of time allowed for writing makes any difference in the judged quality of the writing. One might assume that a lengthened time would at least produce a greater quantity of words, but there is even some difference of opinion on that point, at least if we restrict the situation to a period within the 15 - 60 minute range. The more critical question is whether good writers simply produce more good writing and poor writers more poor writing or whether some writers get progressively better while others get progressively worse with a lengthened time limit. There does not seem to be any answer to this question at present. And, if there were, it would still be difficult to know what the "best" time limit is.

For the MAT6 *Writing Test* we have selected a time limit of 20 minutes as one that is reasonably practical for all age groups for whom the test is intended, one that works well in practice, and one that yields high levels of reliability.

It should also be noted that since the task is to produce descriptive and/or narrative writing, students who may not have finished writing are penalized very little. They have not had to prove a point or reach a conclusion, and the amount of writing already produced is usually quite adequate for an evaluation of the quality of writing.

Moreover, the time limit for the MAT6 *Writing Test* was validated as appropriate through a questionnaire administered to all teachers who participated in the standardization. In those few instances where concern over the time limits was expressed by teachers, their concern was that inadequate time had been allowed for a "neat," final rewrite of the composition. They did not, however, indicate that the time was inadequate for the task required. In fact, they reported that the time limits were reasonable and equitable for students of varying ability levels *within the normal range of abilities generally found in the classroom.*

Prewriting and Editing

Some instructional programs include work with prewriting activities and postwriting (editing) activities. The MAT6 *Writing Test* does not call for either of these types of exercises. This decision should not imply anything about the relative value of prewriting and editing activities. Both are quite open-ended and varied in their application. Quite simply, it seemed too difficult to incorporate them into a standardized testing situation. This is clearly an instance where, if a teacher or an instructional program uses either of these activities regularly, some separate assessment which incorporates the exercises should be made.

In an ideal situation, there is limitless time for the steps in the writing process. However, it is our feeling that writing instructors should help students become proficient in the many types of writing, from the impromptu writing required by essay tests, standardized writing tests, and some job applications, to the longer, more reflective essays for which students have days or weeks to explore, plan, write, revise, and edit. Since it is inevitable that students will encounter situations where time allows only for impromptu writing, they must become proficient in this writing method as well.

Furthermore, the steps in the writing process require time that cannot be provided in a standardized writing situation. To allow the student to employ those steps thoroughly and to do justice to the writing process requires that several "sittings" be provided.

For example, prewriting activities require much thought and exploration. The student may want to do some brainstorming with friends or family, read some relevant articles or essays on the subject about which he or she plans to write, or perhaps employ such methods as "looping," "cubing," or "the reporter's formula."

After ideas have been formulated, a rough draft can be written. Few teachers would disagree that a student should "get away from" his or her rough draft for a while before attempting any revising. Revising is not merely copying the draft and making cosmetic changes. Revising involves rethinking, reorganizing, and adding or deleting information as needed. A student cannot objectively revise an essay that is still "fresh" in his or her mind. The student needs time away from the essay to gain a new perspective on it when revising. Under ideal circumstances, a day or two or even a week away from the essay will give the student the distance required to do a satisfactory job of revising.

Next, after all revisions have been made, the student can rewrite the draft making all the necessary changes and then edit and polish to correct any mechanical errors. Clearly, the writing process, as such, requires ample time. But this time should not be allotted all at once. Several sessions are needed to complete the process.

Due to the nature of standardized testing, this kind of situation is simply not feasible. However, as explained in the previous paragraphs, it is also not necessary. A test that requires impromptu writing is a valid method of assessing writing ability.

Scoring

There are a number of methodologies in use for scoring free writing exercises, including primary trait, a seemingly endless variety of analytical methods, T-unit and other syntactic models, computer analysis, and some simple counts, as well as the "red-pencil-in-the-margin" method. Of all of the methods, holistic scoring has been used the most for systematic assessment, in a great *variety* of situations; has been most thoroughly researched; and has most often yielded satisfactory results in terms of psychometric criteria. Also, provided there is adequate training of raters, it is probably the simplest method to apply. Furthermore, a writing assessment that uses holistic scoring can easily show whether the writing of a group has improved over a period of time; such growth is relatively easy to report with holistic data from two or more periods. For all of these reasons, the holistic method was selected as the *main* method for scoring the *Writing Test*.

However, since the results of writing assessment should ultimately improve writing instruction and improve students' writing skill, the need has arisen for another type of scoring to provide more specific information about students' writing strengths and weaknesses in order to aid in instructional planning. Therefore, the analytic method of scoring has been chosen to achieve this purpose. Both holistic and analytic scoring are explained fully in Part II of this Manual.

Picture Prompts

Drawings. A format and procedure for assessing writing using a picture prompt has been used in many testing situations. In order to be appropriate to the respective audiences, the drawings for the MAT6 *Writing Test* were designed so that the central figures advanced in apparent age, and the situations in which these figures were engaged became increasingly sophisticated.

Flexibility. The graphic message in the MAT6 *Writing Test* prompts is designed to be open-ended. The student's imagination is not limited to the situation shown in the picture. The composition is acceptable if there is *any* connection with the picture prompt. That is, the prompt serves *only* as a point of departure for the student's writing.

Furthermore, the prompts in the MAT6 *Writing Test* are constructed to be appropriate for measuring the writing skills of students of varying ability levels. Their very design makes them appropriate. Because the prompts are open-ended, students whose verbal skills are weak are not penalized by a topic that is too sophisticated for them, while more advanced students are not limited to writing on a level that may be below their potential. The prompts lend themselves to mere surface level interpretations, allowing any student to understand them and be able to respond to them. They also allow for more in-depth analyses for students who are more capable.

The verbal message in the MAT6 *Writing Test* prompts is designed to be simple enough to avoid confusing the student or directing him in any way that could be too specific or limiting. For example, the student is not told to include any specific number of paragraphs, or to use any particular rhetorical mode.

Culture-Fairness. The prompts used in the MAT6 *Writing Test* are meant to be free of cultural or ethnic bias. Prompts showing several people have been carefully drawn to suggest the variety of ethnic groups found in American schools. However, because the prompt is merely a stimulus, the student's familiarity with its subject matter could be considered immaterial. It would be perfectly acceptable, for example, for someone from a different cultural background to write about the strangeness of the situation depicted or how unusual such a situation might be in his or her culture. It is the quality of the *writing* produced that is rated and not the "accuracy" of the reaction. Furthermore, imagination is not limited by culture or background, and the prompt is there solely to stimulate the writer's imagination.

Space Allowed for Writing. The space allowed for writing is quite adequate for the grade level of the students. The MAT6 *Writing Test* is a four-page folder. All of pages 3 and 4 are available for the student's response. Since the time limit is 20 minutes and the type of writing called for is descriptive/narrative, the students in the standardization group encountered no problems with running out of space for the amount of writing required.

However, keep in mind that the student is not limited to the space provided in the folder. The *Directions for Administering* instruct the test administrator to inform the students that if they run out of room on pages 3 and 4 and thus need more paper, it will be provided for them. Although this is rarely the case, a provision has been made for this situation. During standardization, very few students required additional paper.

The lines on the MAT6 *Writing Test* are a sufficient distance apart to allow for comfort in writing. While the lines in the Level 1 test are approximately 3/8″ apart to allow for the larger writing of students in the primary grades, the lines are approximately 5/16″ apart in the Level 2 and Level 3 tests. This spacing was chosen to match the line spacing found in workbooks and composition paper in common use in the schools at the grades for which the test was intended.

Students in the standardization program were very comfortable with this spacing. The teachers' questionnaires that accompanied the standardization testing asked whether there had been any problems in format or mechanics, and there were none reported.

Furthermore, the space allowed is adequate even for the student whose penmanship reflects oversized letters. However, keep in mind that the student who may run out of room will be allowed extra lined paper to complete his or her response.

Directions to the Student. A brief statement of the directions for the MAT6 *Writing Test,* carefully designed to convey the necessary testing procedures to students, appears on the test instrument. More detailed directions are in the *Directions for Administering*. These are read aloud to students at the time of testing. The teacher and the students read the instructions printed on the test booklet *together* at the time of testing.

Student directions for the MAT6 *Writing Test* are placed appropriately in the test booklet. They are printed with large typeface directly *under* the picture prompt on every level and form of the test.

Reading Difficulty. The design of the test is meant to minimize reading difficulty for students. The students are primarily responding to a graphic stimulus rather than to a verbal message that they must read, and the very brief written instructions are dictated to them by the test administrator. If the student elects to read the instructions again during the testing period, the reading level is meant to be simple enough to be comprehended by even the most primary reader.

PART II
Scoring and Score Modes

Chapter One
Holistic Scoring

This chapter provides a definition and description of holistic scoring, including such information as the number of scorers, the score scale, and the procedures used. It is exceptionally important for the test user, even one quite familiar with the interpretation of standardized achievement tests, to read this entire section of the Manual carefully. Most standardized achievement tests are based on "objective" test items for which the scoring operation consists simply of counting the number of right answers. This is clearly not the case for the *Writing Test*, which is scored by the application of human judgment. Further, the operational definition of the judgmental process used in both holistic and analytic scoring differs somewhat from one application to another or from one project to another. Chapters 1 and 2 describe how holistic scoring is defined operationally for the MAT6 *Writing Test*. Chapter 3 describes and explains the analytic scoring.

Definition

Although there is reasonable agreement in the field of writing assessment about the meaning of the term "holistic" scoring, there are some slight variations. Hence, it will be useful to provide the operational definition of holistic scoring used for the MAT6 *Writing Test*. The following text has been used in training raters in use of the holistic scoring methodology for the *Writing Test*:

The holistic method is one of several approaches to the systematic analysis, scoring, or rating of free writing. In the holistic method, the scorer makes a single, overall judgment of the quality of the writing sample. The judgment is based on the overall impact made by the writing, taking into account all factors relevant to good writing (except penmanship — which should be completely disregarded). Factors which usually enter into the definition of good writing include capitalization and punctuation, aptness of word choice, grammar, organization, spelling, sentence structure, and imagination. No single factor should receive undue weight, but all should be taken into account in forming a single judgment about the overall quality of the writing sample. The scorer reads an essay or story attentively but not laboriously and immediately makes a rating. No corrections or other marks are made on the paper which has been rated.

Number of Raters

For the application of the holistic scoring method to the MAT6 *Writing Test*, all student papers are independently read and rated by two trained scorers. The two scorers assign their ratings independently, i.e., without conferring with one another or one scorer knowing what rating has been assigned by the other scorer. In case the two

independent ratings differ by more than two points on the 8-point scale (e.g., 2 and 5, or 4 and 7), a third independent rating is made and the two ratings closest together in value are combined to yield the total score. If the third rating is equidistant from the first two, then the two highest ratings are taken.

Holistic Score Scale

For the MAT6 *Writing Test*, papers are scored on an 8-point scale. In other applications of the holistic method, one can find a considerable range of points in the score scales used, with most being in the 3 - 10 range. The 8-point scale used here was adopted for the early research on the *Writing Test* from the use of this scale in the first National Assessment of Educational Progress (NAEP) assessment of writing. With a smaller scale, the results show differences between adequate and inadequate writing performance, but not much more. The 8-point scale allows for much greater distinction among the degrees of writing ability. Furthermore, the scale proved useful and durable throughout the preliminary research; there appeared to be no reason to change it.

Using this 8-point scale, 1 is the lowest possible score and 8 is the highest possible score. Since two ratings are obtained on each paper and these ratings are *combined* into a single total score, the effective range of the holistic scale is 2 - 16.

Anchor Points

Student papers are scored or rated with reference to a set of "anchor points." These are papers which have been selected in advance to represent each point on the 8-point rating scale. The anchor papers are selected in the standardization process by applying the definition of holistic scoring, as given above, and choosing papers on which there is good agreement among scorers about the rating to be assigned to a particular paper.

Anchor point papers were established separately for each level and form of the *Writing Test*. Thus, the anchor points are common for different grades responding to the same prompt, but are not common across levels. For example, a rating of 7 has the same meaning for both Grade 5 and Grade 6 students taking Level 2 of the test, but a rating of 7 does not represent the same quality of performance for a grade 3 student taking Level 1. There might be a small variation in meaning across forms within the same level.

Establishment of the anchor papers for the *Writing Test* was completed by panels of individuals specially selected for this task. The panels included classroom teachers, language arts curriculum specialists, representatives of the test publisher, and personnel from the scoring contractor. For further information, see the *Norms and Technical Information Booklet*.

Special Cases

In any large-scale scoring process, it is almost inevitable that certain papers will be identified as unscorable. These papers are assigned a rating of 0. There are three instances that call for such a rating. Most frequently, these papers are illegible; i.e., the penmanship is so poor that the reader cannot decipher what the content of the paper is. The other two instances are those papers that are written in a foreign language and those papers that are written off-topic. An off-topic paper is one that in no way responds to the given prompt. However, the student may use the prompt as a point of departure and then digress into some other topic; such a paper would be considered scorable.

Training and Quality Control

Persons used in the holistic scoring process must be trained thoroughly, and certain quality control checks must be built into the scoring process. Training involves becoming familiar with the definition of holistic scoring, reading anchor point papers, discussing various interpretations of papers with experienced scorers, and most importantly, scoring sample papers and comparing the ratings assigned to the sample papers with ratings assigned by other scorers, particularly more experienced scorers. Quality control is built into the process by periodically checking on each rater's performance to see that it is not deviating systematically (or erratically) from the performance of other raters. Quality control also involves assuring that raters work under conditions conducive to scoring reliably and in the prescribed manner.

It must be observed that in any large group of potential raters, there are some individuals who do not seem suitable for the application of holistic scoring. Some individuals may be systematically too lenient in their ratings, while others may be too harsh. Still other individuals may vary unsystematically and unpredictably from other scorers. There are also instances of raters deviating from their training standards. It is not too difficult to spot any of these types of deviations in a well-established quality control program. Such individuals need to be retrained (in some cases) or eliminated from the pool of raters. (See Chapter 4 for a more complete explanation of the training procedures.)

Chapter Two
Understanding Each Type of Score

Several types of scores are available for the interpretation of student performance on the *Writing Test*. These include raw scores, which are the ratings assigned to students' papers, and normed scores—percentiles, stanines, and normal curve equivalents, which show the students' relative standing in the national standardization group. Each of the normative scores has its particular strengths and weaknesses. Quite simply, we recommend the user of the *Writing Test* employ whichever method of normative score interpretation is typically used for the most standardized test score interpretation in the local situation. For purposes of reference, the following paragraphs present the standard definitions of scaled scores, percentile ranks, stanines, and normal curve equivalents, as well as a special definition of the raw score as it applies in a direct assessment such as the *Writing Test*.

Raw Scores (RS)

The most basic score yielded by any test is the "raw score." On objective, multiple-choice types of tests, the raw score is typically the number of right answers. On the *Writing Test*, the raw score is the combined total rating resulting from two independent readings of a student's writing sample. As indicated in the preceding chapter in the description of the score scale, the effective range for this total rating is 2 - 16, i.e., from a minimum of two ratings of 1 to a maximum of two ratings of 8.

Although performance on the *Writing Test* will often be interpreted in terms of normative scores (e.g., percentiles) as described below, the raw score ratings are also susceptible to direct interpretation; this provides a type of criterion-referenced interpretation. Since the holistic scoring methodology yields a single judgment based on "all factors relevant to good writing," one cannot make a definitive criterion-referenced statement about the meaning of a certain rating with respect to all facets of writing skill. Nevertheless, most writing skills seem, in practice, to "go together," thus making it possible to formulate certain generalizations about the characteristics of skill displayed in high-rated or low-rated papers.

The following suggestions for direct interpretation of ratings assigned to student papers are based on analysis of literally thousands of actual samples of student writings. The interpretations are written so as to be generalizable across different grade levels, although one must make "mental" adjustments to take account of widely differing grade levels. For example, a "short" paper at the Grade 3 level is considerably shorter than one at the Grade 11 level, and so forth. But, making allowances for such adjustments, the following descriptions are quite useful even across a wide range of grades.

High-Rated Papers. Highly rated papers – ones with individual ratings of 7 or 8, combined ratings in the 14 - 16 range – are well organized, with a discernible beginning, middle, and end. The writer uses complete sentences, often varying the sentence structure. There are only occasional, if any, mistakes in spelling and other mechanical matters. Very often the paper shows a high degree of creativity, or takes an unusual approach to the topic. Especially fitting words and phrases, and specific references to names and numbers, add flavor to the writing.

High-Middle Papers. Papers which are rated above the middle of the scale but not at the high end – individual ratings of 5 or 6, combined ratings in the 10 - 13 range – usually show reasonably good development of the topic or story. These papers will often have some mechanical errors, e.g., in spelling, punctuation, capitalization: enough to be mildly irritating, but not so many as to interfere with the flow of the paper. If there is an especially creative approach to the topic, it is usually detracted from by mechanical problems. On the other hand, papers in this range may be mechanically quite flawless but very bland in approach and word choice.

Low-Middle Papers. Papers rated below the middle of the scale but not at the lowest levels – individual ratings of 3 or 4, combined ratings in the 5 - 9 range – usually have significant mechanical problems, e.g., frequent misspellings, subject-verb disagreements, etc., although the reader can still follow the story line. The papers are usually fairly short, but some evidence of topical development is displayed. Creative approaches are not typical at this level. Paragraphing is not well developed, being either almost completely lacking or in the one sentence per paragraph stage.

Low-Rated Papers. Papers with very low ratings — individual ratings of 1 or 2, combined ratings in the 2 – 4 range — are often very short, perhaps only a few lines or sentences. Generally, mechanical errors are rampant. The paper may be incoherent or contain little meaning beyond the most elementary references to the topic at hand.

Scaled Scores (SS)

Scaled scores on the MAT6 *Writing Test* express the results for the test for both forms (L and M) and for all levels (Level 1 through Level 3) on a single continuous common scale. Since they are on a single scale, they are therefore directly comparable from level to level, and from form to form.

The scaled scores perform two important functions. *First,* once raw scores have been converted to scaled scores, neither the level nor the form from which the raw score came need be of concern for purposes of further interpretation: levels are equated and forms are made equivalent in the process of going from raw score to scaled score. *Second,* certain features of the scaled score make them suitable for measuring change in achievement over a period of time.

A disadvantage of scaled scores is that they have no inherent meaning attached to them. For example, it is difficult to evaluate a scaled score of 410 without a great deal of additional information. For this reason, scaled scores have little interpretive value. Percentile ranks and stanines are preferable for most interpretations.

Percentile Ranks (PR)

A percentile rank tells the percentage of students in a given grade that obtained scores equal to or lower than a certain score. For example, if a student obtains a percentile rank of 60, this means that 60% of the students in the norm group at the same grade scored as well as or lower than the student. Conversely, 40% scored higher. Percentile ranks indicate the relative standing of a student in comparison with the norm group.

Percentile ranks range from a low of 1 to a high of 99, with 50 always indicating average or typical performance. Percentile ranks are fairly easy to understand and are therefore useful in explaining test results to students and parents. It is important, when using the term with such laypersons, to distinguish between percentile rank and a percentage-type of score. The latter merely expresses the number right divided by the total possible score, i.e., the percentage of the test items answered correctly, with no comparison to other students' standing.

One should exercise caution when using percentile ranks analyzing the results of the *Writing Test.* Since the effective range of scores is only 15 points (2 - 16), there are large gaps in assigned percentile ranks corresponding to the raw scores. For example, at Level 2, Form L, of the *Writing Test,* a student in Grade 6 receiving a raw score of 12 has a percentile rank of 80. However, a student in the same grade, taking the same test, receiving a raw score of 11 has a percentile rank of 69. Clearly, there can not be that much difference in the writing of these two students. When you consider that one student may have received a holistic score of 6 from each rater and the other may have received a holistic score of 6 from one rater and a score of 5 from the other, you can see how little

difference there is between the two students' scores. However, if you look only at their percentile ranks, you would think that this difference is much more considerable.

Stanines (S)

A stanine (derived from "standard nine") is a value in a simple nine-point scale ranging from a low of 1 to a high of 9, with 5 always representing average or typical performance for the norm group. Stanines are equally spaced steps along a scale. They do not "bunch up" or spread out at different points along the scale as percentile ranks do. Since stanines are single-digit numbers, they are easier to manipulate statistically than other types of scores. Furthermore, since each stanine represents a range of raw or scaled scores, their use helps to avoid some of the overly precise connotations of two- or three-digit scores.

In general, these stanine categories can be interpreted as follows:

1. **Stanines 7, 8, and 9 - Above Average**. Students whose scores fall consistently within these levels should be given opportunity to attempt more challenging or elaborate writing projects.
2. **Stanines 4, 5, and 6 - Average**. Students scoring consistently in this category can benefit from instruction appropriate to their grade.
3. **Stanines 1, 2, and 3 - Below Average**. By and large, these are students for whom remediation is desirable.

Normal Curve Equivalents (NCE)

This score is used almost exclusively for research purposes. The scale normalizes the percentile rank scale by dividing the normal curve into 99 equal units and makes possible various statistical manipulations of test data. Because of its interval nature, any difference, such as 5 NCE's, has the same meaning regardless of the part of the scale being referenced. NCE's are not ordinarily used in classroom instructional planning and should not be confused with percentile ranks, from which they are derived.

Chapter Three
Analytic Scoring

Analytic scoring is a method of scoring in which the rater makes a separate judgment on a various number of features, providing a more comprehensive picture of writing performance. In the scoring of the MAT6 *Writing Test*, this method is applied (if selected by the user) after the holistic method of scoring. For the analytic scoring, only one reader makes the rating, and that reader's scores are recorded. This chapter describes and explains the features used in the analytic scoring of the MAT6 *Writing Test*.

Number of Features. In the analytic scoring of the MAT6 *Writing Test*, four features of writing are rated:

SENTENCE FORMATION - correctness of structure, variety of syntax and sentence length, etc.

WORD USAGE - appropriate vocabulary, use of transitional words and phrases, subject-verb agreement, etc.

CONTENT DEVELOPMENT - logical organization, support of main ideas, creativity, etc.

MECHANICS - punctuation, capitalization, and spelling.

These four features were chosen because they include the components most often considered when judging the quality of writing. Also, our raters have had experience and success using these four features in other large-scale assessment programs.

Score Scale. A four-point scale is applied to each analytic feature of the MAT6 *Writing Test*. For the most part, a 4, the highest score, means that the composition is error-free (or essentially so) on the analytic feature, or demonstrates the feature to a very positive extent. Conversely, a 1, the lowest score, is assigned to a paper that is error-laden, or demonstrates very little of the feature. Scores of 2 and 3 represent compositions somewhere between these two extremes. Please keep in mind that the scores on the four analytic features are not totaled to equal the holistic score. The analytic and holistic scores are completely separate scores. The analytic score points are defined more fully in Figure 1.

Analytic Scoring Guidelines

Area I - SENTENCE FORMATION

4 Controlled and varied sentence structure. Few, if any, sentence formation errors.

3 Basically adequate sentence structure with little variety in length and form. Few sentence formation errors.

2 Some errors in sentence formation.

1 Frequent and/or serious errors in sentence formation.

Area II- WORD USAGE

4 Vocabulary carefully and imaginatively used. Few, if any, errors in grammar.

3 Vocabulary acceptable and appropriate, but somewhat simplistic. A few errors in grammar.

2 Appropriate, but limited vocabulary. Some errors in grammar.

1 Vocabulary limited and at times incorrect or unsuitable. Frequent and/or serious errors in grammar.

Area III - CONTENT DEVELOPMENT

4 Well-planned content. Clearly elaborated, well-organized, controlled details.

3 Several clear and specific details, with a few problems in either organization or development.

2 Vague and sketchy details, often poorly organized. Problems with repetition of ideas and lack of unity.

1 Weak ideas and random thoughts, poorly planned. Few details included in a very brief response.

Area IV -WRITING MECHANICS

4 No errors in mechanics, or few errors with some attempt at advanced techniques.

3 Few errors in mechanics; little risk-taking.

2 Many errors in mechanics.

1 Frequent and/or serious errors in mechanics, interfering with communication.

Figure 1. Analytic Scoring Guidelines

Chapter Four
Detailed Scoring and Reporting Procedures

This chapter explains the process used by The Psychological Corporation's scoring service to train the raters of the *Writing Test*, and the process used to prepare the test booklets for scanning and scoring. In addition, the scoring process and the reporting procedures are described, and definitions of scoring sets are provided.

Training of Raters

The following general process is used to train raters:

1. Present the history and purpose of the writing assessment, including such things as security of essays, how the results will be used, and the method of communicating results to the student, parent, school, and district.
2. Present the writing prompts to be scored in the exact form in which they were administered.
3. Require that raters respond to each prompt.
4. Present several examples of "good" compositions drawn from the student sample.
5. Read and discuss the rationale section of the scoring guide.
6. Read and discuss each score point, in this case 0 through 8, presenting an annotated sample paper for each point.
7. Read, score, and discuss a set of unannotated papers in score point order.
8. Read, score, and discuss several sets of unannotated, randomly mixed papers.
9. Continue the last step until all raters have a good grasp of the scoring criteria.

After training has been completed, raters read and score a qualifying set of papers. They must demonstrate scoring accuracy before they are allowed to read any packets of student papers. Raters who are unable to meet this standard are dismissed. Raters are informed of this requirement when they are hired. Using this kind of training program along with careful monitoring and retraining during the scoring project ensures high reliability rates among raters.

Preparation of Test Booklets for Scanning and Scoring

The users of the MAT6 *Writing Test* can be assured of the fact that the tests will be scored using a procedure that will provide reliable and accurate results. In order to ensure scoring reliability, preparation of the test booklets for scanning and scoring becomes critical to the entire process. First, the booklets are slit, separating the cover and writing prompt (pages 1 and 2) from the written composition (pages 3 and 4). Separating the two parts of the test booklet will guarantee student and school anonymity and reduce the possibility of reader bias. The front cover is machine scanned and the gridded identification information on the front cover of each booklet is captured by the computer.

After the booklet pages have been separated, the written compositions are placed in packets of 25 papers each. A packet header sheet is then attached to each packet. The packet header sheet contains the unique identification numbers that allow each district's tests to be tracked through the scoring and reporting process.

Finally, two score sheets listing the identification numbers of the papers in that packet are produced and inserted in the packet. Two separate score sheets are used, one for each reader, to guarantee independent scoring of the written compositions in each set. At this point, the compositions are ready for scoring.

Once score sheets are produced, all the identifying information necessary to produce the final data tape of writing results are in the computer (e.g., grade, level of test, form of test, and paper identification numbers).

The Scoring Process

A quality control check is performed at the beginning of each scoring session to verify the proper assembly of written compositions in each packet. This check is accomplished by matching the composition identification numbers with those appearing on the score sheets in that packet. Once verification has been completed, the packets are distributed to the scoring rooms.

Each scoring room is staffed by one or more team leaders, each with a team of approximately 12 readers and a clerical aide. At the start of each scoring session, the clerical aide supplies the team leaders with materials for their team. Packets of compositions are then distributed by the team leaders to the readers for the first scoring. Readers write their identification number on each packet and on the first score sheet. They also verify that the identification number on the packet and the identification number on the first score sheet match, and that the identification numbers on the papers match those on the score sheet.

When holistic scoring is used to evaluate the written compositions of students, each composition in a packet will be read by a reader who assigns a holistic score and records it next to that paper's identification number on the first score sheet. Readers may assign a holistic score value of 1 through 8 to each paper. (A score of zero is reserved for papers that, for a variety of reasons, explained in Chapter 2 of this section, cannot be evaluated.) Scores will be anchored to the criteria established for each of these score points that were established during the standardization research program for the MAT6 *Writing Test*.

When all the compositions in a packet have been read, the reader places them back in the envelope in which they arrived and returns the packet and completed score sheet to the team leader. Periodically throughout the scoring session, the clerical aide picks up completed packets and score sheets from the team leaders. Score sheets are then taken to the Computer Terminal Room supervisor for key entry.

The Computer Terminal Room supervisor distributes score sheets to a CRT operator who key enters the packet identification number on each score sheet. Entry of this number causes the identification numbers of all the papers in that packet to be displayed on the screen. The operator then enters the reader identification and the scores for each composition in the packet.

All entries are then key verified, and score sheets are filed numerically so they can be retrieved quickly if necessary. In the meantime, packets are then distributed to a *different* team leader by the clerical aide for the second reading. The same procedure described above is followed to obtain the second holistic score.

When the information on the second score sheet is entered into the computer, the scores for each paper in a given packet are compared. If the two scores on any given paper differ by more than two score points, a third reading (resolution reading) is required. Resolution readings for the MAT6 *Writing Test* are done by team leaders or the scoring director. The reader who performs the resolution reading knows that this is a resolution situation, but he or she does not know what scores were previously assigned to the paper.

For obtaining the four content-referenced analytic scores, an independent reading is conducted by a different reader who is trained to the anchor criteria established for each of the four analytic score points in each of the four content areas: Content Development, Sentence Formation, Word Usage, and Writing Mechanics.

After each day's scoring, a Reader Status Report is printed. This report shows the number of papers completed by each reader and various agreement and error statistics.

Reporting

Once all tests have been scanned and scored, the reporting phase begins. The score reports available are described and illustrated in Part III, Chapter 2, Interpreting Individual and Group Performance.

The scoring procedure used by The Psychological Corporation's scoring service produces holistic scores which are then converted to empirically-derived normative scores. In addition, the use of the *analytic* scoring procedure results in estimates of specific writing skill performance that can be related to remediation and/or skill reinforcement, and improvement of instructional programs.

Although the *holistic* score reflects the overall quality of the student's writing, the *analytic* scores will reflect the performance of the student's writing in terms of *four specific areas of writing.*

The basic scoring package consists of the following reports: Master List of Test Results (2 copies, alphabetized or ranked); Master List of Test Results Summary for Class, Building, and District (2 copies), and two Labels (one identification label and one score label) for the students' Pupil Objectives Analysis from the MAT6 *Language Diagnostic Tests* or the students' Individual Report from the MAT6 Survey battery. In addition, if analytic scoring is selected, an Individual Student Report is included. Optional reports include additional Labels, Master List Reports, and Individual Reports, as well as a Parent Narrative Report and a Data Tape. These services are more fully described in Part III, Chapter 2, of this Manual.

Definitions of Scoring Paper Sets

Anchor Sets. Papers that accompany a scoring guide. These are usually 4 to 6 papers that exemplify each score point. They are provided for discussion and explanatory purposes.

Training Sets. Additional papers selected to illustrate score points and used to train raters. Each set contains 10 to 20 papers. The first set typically presents papers in score point order to illustrate the range of papers. Other sets are in a more random order to train raters on the variety of papers they are likely to encounter. Training sets often include 60 to 100 papers total across all sets.

Qualifying Sets. Sets of randomly ordered papers which raters must score at a specified level of agreement with previously assigned scores to demonstrate scoring capabilities. After training, raters must score these sets accurately before they can begin working on the scoring project. This involves approximately 60 papers.

Retraining Sets. These are pre-selected papers which are used perhaps the first day of scoring each week to help raters return to task. Assigned scores are reviewed and discussed by team leaders before scoring begins. This activity involves 5 to 10 papers.

Validity Sets. These sets of papers are randomly distributed to raters on a daily basis. There are 5 to 10 sets of papers used to identify rater drift.

Part III
Interpretation and Utilization of the Test Results

Chapter One
General Guidelines for Interpreting

When interpreting the results of the *Writing Test*, there are a variety of very specific guidelines which should be observed, particularly those related to the score modes (stanines, percentile ranks, etc.) used for expressing the results. However, there are also some general guidelines which should be kept in mind. Such general guidelines are covered in the following paragraphs.

1. Remember that the score on the *Writing Test* is only an estimate of the student's writing skill. Because the *Writing Test* involves "real" writing rather than an editorial task as in an objective test, it is sometimes assumed that the score on the real writing exercise is error-free. This is clearly not the case. Scores on the *Writing Test* are not perfect estimates of writing skill. The scores are obtained on a particular day, with a particular stimulus, and so on. At a different time, with a different stimulus, etc., a student's score would probably be somewhat different. The *Writing* Test yields a *good* measure of writing skill, but not a perfect one.

2. The score on the *Writing Test* should be interpreted in conjunction with other information about the student. Of special relevance will be the student's performance on an objective measure of language skills, e.g., the Spelling and Language Tests on the MAT6 Survey battery or on the *Language Diagnostic Tests*. Also relevant is performance on Vocabulary and Reading Comprehension Tests and a test of school ability.

3. The teacher should plan for follow-up evaluation of writing skill. Such follow-up may not be as formal as the administration of the *Writing Test* and almost certainly will not involve all of the sophisticated reporting mechanisms available for the *Writing Test*. Nonetheless, regular evaluation of writing skill and an attempt to relate the results of successive measures to the original score on the *Writing Test* will aid in understanding students' writing skill.

4. Use the results of the *Writing Test* for instructional planning, but do not do so rigidly. Just as it may be useful to differentiate instruction for students operating at various levels of reading ability or computational skill, it should be useful to differentiate instruction for students who are writing at different levels of proficiency. For example, students with holistic ratings at the lowest levels often have trouble getting anything more than a few sentences written; they need practice in simply increasing their level of production. Students with holistic scores at the highest level have little or no trouble producing material, but can improve in the variety of sentence structure used or in word choice, etc.

Chapter Two
Interpreting Individual and Group Performance

This chapter consists of discussions of the uses of the various score reports available and guidelines for interpreting them. In addition, either partial or complete illustrations of some of the reports are provided.

Individual Student Report (Figure 2)

This report provides information on the performance of a particular student who took the MAT6 *Writing Test*. The information is reported in terms of holistic and analytic scores. Please note: If the student received only holistic scoring, please disregard the discussion of the analytic portions of this report.

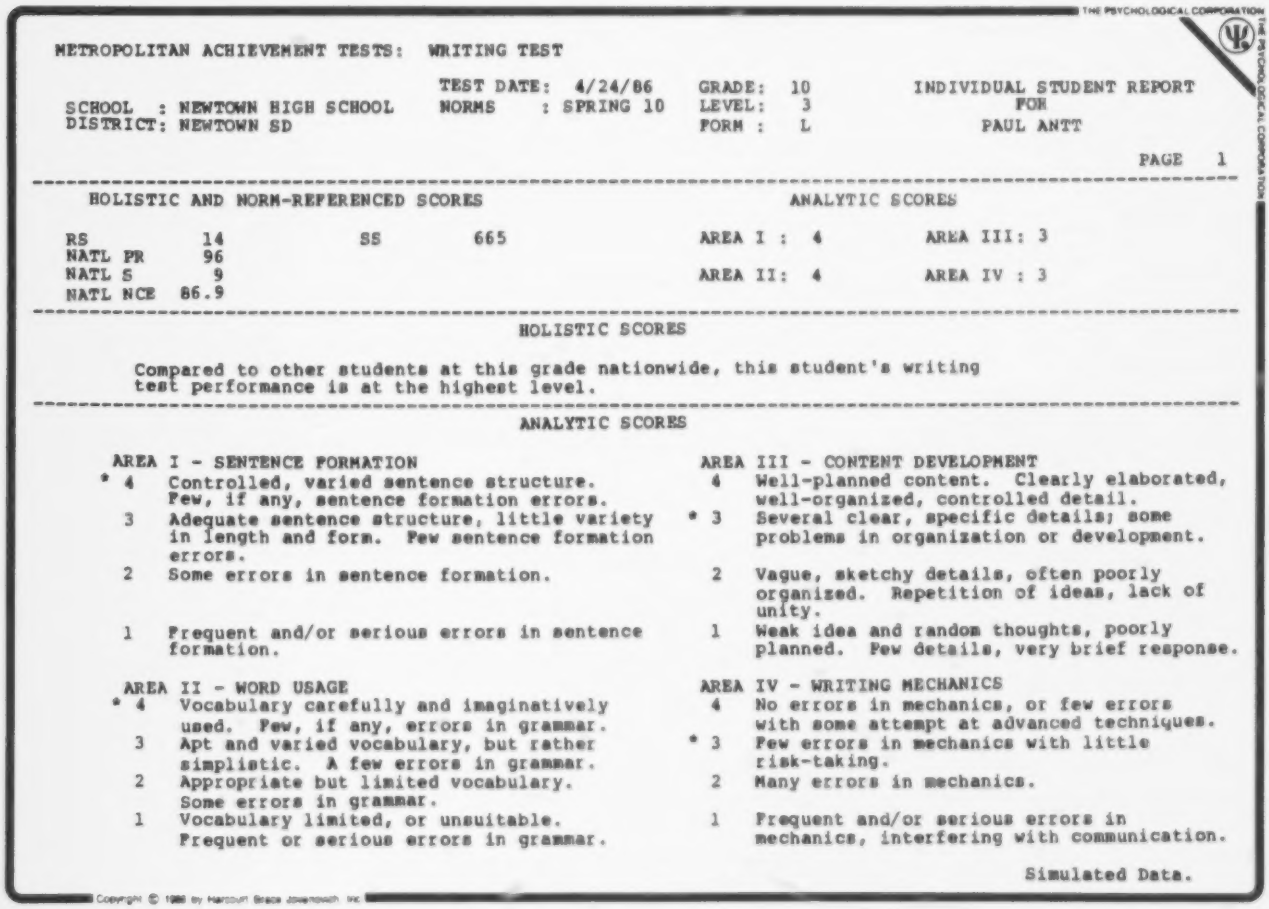
1. The top portion of the report provides student and school information. In this case, this is an individual student report for Paul Antt. Paul was in the tenth grade when he took the test in April of 1986. He took Level 3 of the MAT6 *Writing Test*, Form L.

2. The second section of the report shows Paul's holistic and norm-referenced scores on the left, and his analytic scores on the right. Paul received a raw score of 14, national percentile rank of 96, a national stanine of 9, and a national NCE of 86.9. Paul's scaled score is 665.

   In the Summary of Analytic Scores at the top of this report, four scores are reported. In Area I, Sentence Formation, his score is 4 on a 4 point scale. In Area II, Word Usage, his score is also 4. In Area III, Content Development, his analytic score is 3, and in Area IV, Writing Mechanics, his analytic score is 3.

3. The next section of the report provides a narrative of Paul's holistic scores. It suggests how his performance compares to students nationally.

4. The bottom section of the report provides more detailed information concerning Paul's analytic scores. For example, you saw in the top right section that Paul's Writing Mechanics score is a 3. The asterisk beside the 3 indicates that Paul made few errors in mechanics (punctuation, capitalization, or spelling). The same kind of interpretation can be made in the other three areas of analytic scoring.



METROPOLITAN ACHIEVEMENT TESTS: WRITING TEST

TEST DATE: 4/24/86 GRADE: 10 INDIVIDUAL STUDENT REPORT
SCHOOL : NEWTOWN HIGH SCHOOL NORMS : SPRING 10 LEVEL: 3 FOR
DISTRICT: NEWTOWN SD FORM : L PAUL ANTT

PAGE 1

HOLISTIC AND NORM-REFERENCED SCORES

RS	14	SS	665
NATL PR	96		
NATL S	9		
NATL NCE	86.9		

ANALYTIC SCORES

AREA I : 4 AREA III: 3
AREA II: 4 AREA IV : 3

HOLISTIC SCORES

Compared to other students at this grade nationwide, this student's writing test performance is at the highest level.

ANALYTIC SCORES

AREA I - SENTENCE FORMATION
* 4 Controlled, varied sentence structure. Few, if any, sentence formation errors.
3 Adequate sentence structure, little variety in length and form. Few sentence formation errors.
2 Some errors in sentence formation.
1 Frequent and/or serious errors in sentence formation.

AREA II - WORD USAGE
* 4 Vocabulary carefully and imaginatively used. Few, if any, errors in grammar.
3 Apt and varied vocabulary, but rather simplistic. A few errors in grammar.
2 Appropriate but limited vocabulary. Some errors in grammar.
1 Vocabulary limited, or unsuitable. Frequent or serious errors in grammar.

AREA III - CONTENT DEVELOPMENT
4 Well-planned content. Clearly elaborated, well-organized, controlled detail.
* 3 Several clear, specific details; some problems in organization or development.
2 Vague, sketchy details, often poorly organized. Repetition of ideas, lack of unity.
1 Weak idea and random thoughts, poorly planned. Few details, very brief response.

AREA IV - WRITING MECHANICS
4 No errors in mechanics, or few errors with some attempt at advanced techniques.
* 3 Few errors in mechanics with little risk-taking.
2 Many errors in mechanics.
1 Frequent and/or serious errors in mechanics, interfering with communication.

Simulated Data.

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Figure 2. Individual Student Report (reduced from original size)

Student Labels with Holistic Scores (Figure 3)

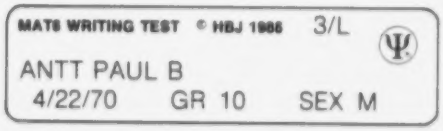
The Holistic Labels come in a set of two. The top label contains student identifying information which allows the teacher to affix the other label to the bottom portion of the Higher Order Thinking Skills box in the center of the MAT6 Survey Individual Report or in the designated area in the upper lefthand corner of the MAT6 *Language Diagnostic Tests* Pupil Objectives Analysis.

1. The top line provides the student's full name.
2. The second line indicates the student's date of birth, grade and sex.

The bottom label displays the student's performance on the MAT6 *Writing Test* for permanent filing in the school.

1. The first line of this label, next to the preprinted copyright information, indicates the level and form of the test taken.
2. The next line gives the student's name.
3. The bottom line reports the student's holistic score and norm-referenced scores, including his or her percentile rank and stanine. In addition, this line provides information on the student's grade level which can be used with the information in the first line designating level and form to identify which norm set was used.

In this example, the student is Paul Antt. He is male, was tested in the tenth grade, and his birth date is April 22, 1970. He has a raw score of 14, a national percentile rank of 96, and a national stanine of 9.



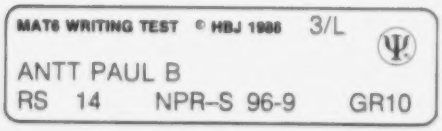


Figure 3. Student Labels with Holistic Scores (enlarged from original size)

Student Label with Analytic Scores (Figure 4)

The Student Label with Analytic Scores is available as an optional report. In addition to listing student identifying information and holistic scores with normative information, this label also lists the student's analytic scores. Users of this label should be referred to the Individual Student Report for further explanation of the students' analytic scores.

1. This label first lists student information. This is a label prepared for Paul Antt, a male born on April 22, 1970. (DOB indicates date of birth.) He was tested as a tenth grader in April of 1986, taking Level 3, Form L.

2. The label then reports the student's holistic scores. His raw score was 14, the sum of his two holistic scores. His national percentile rank is 96, and his stanine is 9. His scaled score is 665, with a national normal curve equivalent of 86.9.

3. The label also describes the student's analytic scores. In Areas I and II, he scored a 4, and in Areas III and IV, he scored a 3.

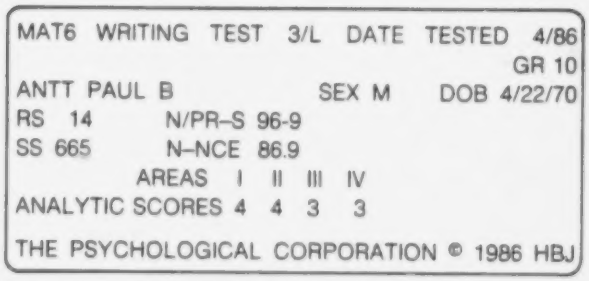

MAT6 WRITING TEST 3/L DATE TESTED 4/86
GR 10
ANTT PAUL B SEX M DOB 4/22/70
RS 14 N/PR-S 96-9
SS 665 N-NCE 86.9
AREAS I II III IV
ANALYTIC SCORES 4 4 3 3
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Figure 4. Student Label with Analytic Scores (reduced from original size)

Master List of Test Results (Figure 5)

This is a two-part report. Page one (not shown) provides information about how to interpret the Master List of Test Results and the Student Record Label. Definitions of all the abbreviations and footnotes are provided along with definitions of the analytic score and the holistic score.

Page two and any subsequent pages needed are an alphabetical or ranked list of students' performance on the MAT6 *Writing Test.*

1. The top portion of the report provides information identifying the group. The group illustrated here was tested on April 24, 1986, in the spring of grade 10. These students took Level 3, Form L.

2. The remainder of the report is an alphabetical listing of all the students and their performance on the MAT6 *Writing Test.* On this report, the students are listed by last name, first name, and middle initial in alphabetical order. Immediately underneath the student's name may be a student I.D. number at the option of the local district. The student's sex and date of birth are also listed. Immediately to the right of the student's name are the student's scores. (In this case, both holistic and analytic scores are listed; this report is also available with just the holistic scores for those users who did not receive analytic scoring.)

   Melissa Colony, for example, earned a raw score of 12 out of a possible 16 on the test. Her scaled score is 639, her percentile rank is 82, her stanine is 7, and her national NCE is 69.3. Her analytic score in Area I, Sentence Formation, is 3; in Area II, Word Usage, 4; in Area III, Content Development, 3; and Area IV, Writing Mechanics, 2.

3. The Master List of Test Results in rank order (not shown) provides the same information as the Master List of Test Results in alphabetical order except the students' scores are ranked from high to low on the basis of holistic raw score. The scores and their interpretations remain the same.

METROPOLITAN ACHIEVEMENT TESTS: WRITING TEST WITH ANALYTIC SCORING

SCHOOL : NEWTOWN HIGH SCHOOL
DISTRICT: NEWTOWN SD

TEST DATE: 4/24/86 GRADE: 10
NORMS : SPRING 10 LEVEL: 3
FORM : L

MASTER LIST OF TEST RESULTS

STUDENTS ARE LISTED IN ALPHABETICAL ORDER. PAGE 2

STUDENT NAME / STUDENT NUMBER / SEX BIRTHDATE	HOLISTIC SCORES RS	SS	PR	S	NCE	ANALYTIC SCORING BY AREA I	II	III	IV
ANTT PAUL B. 10984628543 M 4/22/70	14	665	96	9	86.9	4	4	3	3
ARMOND MONET K. 18937261837 F 3/18/70	12	639	82	7	69.3	3	4	3	2
BLUNT MILLIA 10293847284 F 1/11/70	8	588	26	4	36.5	3	2	2	2
COLLAS JAYNE 10239348475 F 9/14/69	6	566	8	2	20.4	1	2	2	1
COLONY MELISSA 12929384759 F 1/18/70	12	639	82	7	69.3	3	4	3	2
DILLY ELENORA 10293934844 F 2/03/70	10	613	55	5	52.6	4	3	3	3
DROVES ERIC 19382747597 M 11/04/69	8	588	26	4	36.5	2	2	2	2

NOTES:

Simulated Data.

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Figure 5. Master List of Test Results (reduced from original size)

Master List of Test Results: Summary (Figure 6)

This report provides a summary of the students' performance generated at the building, district, and state level. This report is available with holistic scores only (Page 1) and with holistic and analytic scores (Pages 1 and 2). The example shown is a building level report of tenth grade students whose papers were scored both holistically and analytically. The grade was tested on April 24, 1986. All students took Level 3, Form L. A total of 200 students were tested.

1. Below the descriptive class information on page 1 of the Summary, the score summaries begin. The top left-hand section gives summary statistics by score type. Three scores are reported: raw score, scaled score, and national NCE. The mean, median and standard deviation of the raw score, scaled score, and national NCE are reported to the left of the score summary box. For example, the mean raw score is 11.2, the median is 12, and the standard deviation is 3.4.
2. The mean raw score is calculated by averaging all the raw scores of the group. The median raw score is the middle score of the distribution of all 200 students. The standard deviation of 3.4 means that approximately two-thirds of the students had raw scores between 7.8 and 14.6.
3. The percentile rank and stanine summary statistics (PR-S) of the mean national NCE are reported below the score type. For this particular

group, the percentile rank is 73, which is at the 6th stanine. This is a description of the students' performance in terms of percentiles and stanines nationally.

4. Immediately to the right of the summary statistics is the Score Summary. The Score Summary lists all of the possible raw scores with the distribution of scores for each raw score. Note that in the column headed RS, the possible raw scores that are available on the MAT6 *Writing Test* range from a high of 16 to a low of 2. For example, look at a single raw score of 11. Thirty students in the group obtained a score of 11. That is 15% of the group. Their scaled score was 626, which is at the 69th percentile nationally, and in the 6th stanine. Their national NCE was 60.4.

5. The bottom portion of the report displays the summary performance of the students in two ways: national percentiles and national stanines. For example, in the national percentile rank summary, there were 110 students who scored between the 76th and 99th percentiles. That represents 55% of the group. The other summary can be interpreted in the same way.

6. Page two of this report displays the summary of the analytic score performance of the students in the group. The analytic scores are distributed from a high of 4 to a low of 1. This report indicates the number and percentage of students who obtained a particular analytic score. For example, there were 56 students, or 28% of the group, who had an analytic score of 3 in Area II.

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METROPOLITAN ACHIEVEMENT TESTS: WRITING TEST SUMMARY

SCHOOL : NEWTOWN HIGH SCHOOL
DISTRICT: NEWTOWN SD

TEST DATE: 4/24/86
NORMS : SPRING 10

GRADE: 10
LEVEL: 3
FORM : L

MASTER LIST OF TEST RESULTS SUMMARY

NUMBER TESTED = 200

PAGE 1

SCORE TYPE	MEAN	MEDIAN	SD
RAW SCORE	11.2	12.0	3.4
SCALED SCORE	631.0	639.0	43.4
NATL NCE	62.8	69.3	27.0

PR-S OF MEAN NATL NCE
73-6

SCORE SUMMARY

RS	N	%	SS	N-PR	N-S	N-NCE
16	20	10	695	99	9	99.0
15	30	15	680	98	9	93.3
14	0	0	665	96	9	86.9
13	20	10	652	90	8	77.0
12	40	20	639	82	7	69.3
11	30	15	626	69	6	60.4
10	0	0	613	55	5	52.6
9	10	5	600	39	4	44.1
8	20	10	588	26	4	36.5
7	10	5	577	16	3	29.1
6	0	0	566	8	2	20.4
5	10	5	555	4	2	13.1
4	10	5	544	2	1	6.7
3	0	0	533	1	1	1.0
2	0	0	522	1	1	1.0

NATIONAL PR SUMMARY

76 - 99	N = 110	% = 55
51 - 75	N = 30	% = 15
26 - 50	N = 30	% = 15
1 - 25	N = 30	% = 15

NATIONAL STANINE SUMMARY

7 - 9	N = 110	% = 55
4 - 6	N = 60	% = 30
1 - 3	N = 30	% = 15

NOTES:

Simulated Data.

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Figure 6. Master List of Test Results: Summary (reduced from original size)

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MASTER LIST OF WRITING RESULTS: SUMMARY WITH ANALYTIC SCORING

SCHOOL : NEWTOWN HIGH SCHOOL
DISTRICT: NEWTOWN SD

TEST DATE: 4/24/86
NORMS : SPRING 10

GRADE: 10
LEVEL: 3
FORM : L

MASTER LIST OF TEST RESULTS SUMMARY

PAGE 2

ANALYTIC SCORE SUMMARY

	AREAS I		II		III		IV	
RAW SCORE	N	%	N	%	N	%	N	%
4	50	25	60	30	68	34	58	29
3	50	25	56	28	56	28	62	31
2	48	24	44	22	58	29	48	24
1	52	26	40	20	18	9	32	16

NOTES:

Simulated Data.

Figure 6 (continued)

Parent Report (Figure 7)

Another optional report is the Parent Report which provides parents with information in narrative form about how their child performed on the test. In addition to the narrative description, the student's holistic norm-referenced scores are provided.

The narrative is a computer-generated letter which briefly interprets the scores and offers suggestions for additional work, if needed. For each analytic area, a paragraph describes the student's performance. The concluding statement suggests that the school can provide parents with additional information concerning their child's development.

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METROPOLITAN ACHIEVEMENT TESTS: WRITING TEST

GRADE 10
NEWTOWN HIGH SCHOOL
NEWTON SD
APRIL 24, 1986

To the parents of Paul Antt,

Your child recently took the MAT6 Writing Test, a direct assessment of writing ability. This report gives your child's scores and explains them briefly.

These scores are the holistic Raw Score (RS) your child received and the associated percentile ranks and/or stanines (PR-S). The national percentile ranks and/or stanines compare your child's performance with that of other students in the same grade in the national standardization group.

RS = 14 PR-S = 96-9

The national comparison indicates that your child's performance was at the highest level. The following paragraphs describe your child's writing skills in more detail.

In Area I, Sentence Formation, your child's score of 4 indicates controlled, varied structure was used, and few, if any, sentence formation errors were made.

In Area II, Word Usage, the score of 4 suggests that vocabulary was carefully and imaginatively used and few errors in grammar were made. This is an area of strength for your child.

In Area III, Content Development, your child's score of 3 demonstrates the use of several clear, specific details. However, there were some problems in organization or development.

In Area IV, Writing Mechanics, your child's score of 3 shows that although few errors were made in punctuation, capitalization, and spelling, few attempts were made to use advanced techniques.

A direct writing assessment like the MAT6 Writing Test offers only one piece of information about a student's writing ability. The school can provide information about your child's development in all aspects of the language arts.

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Figure 7. Parent Report (reduced from original size)

Chapter Three
Integrating Direct and Indirect Assessments of Writing

As previously stated in this Manual, one reason for using a direct measure of writing such as the MAT6 *Writing Test* is that such an instrument measures a student's language arts skills differently than does an indirect measure of writing such as the Language and Spelling Tests in the MAT6 Survey battery or the MAT6 *Language Diagnostic Tests*. Furthermore, each measures some unique aspects of the intended outcomes of a language instructional program.

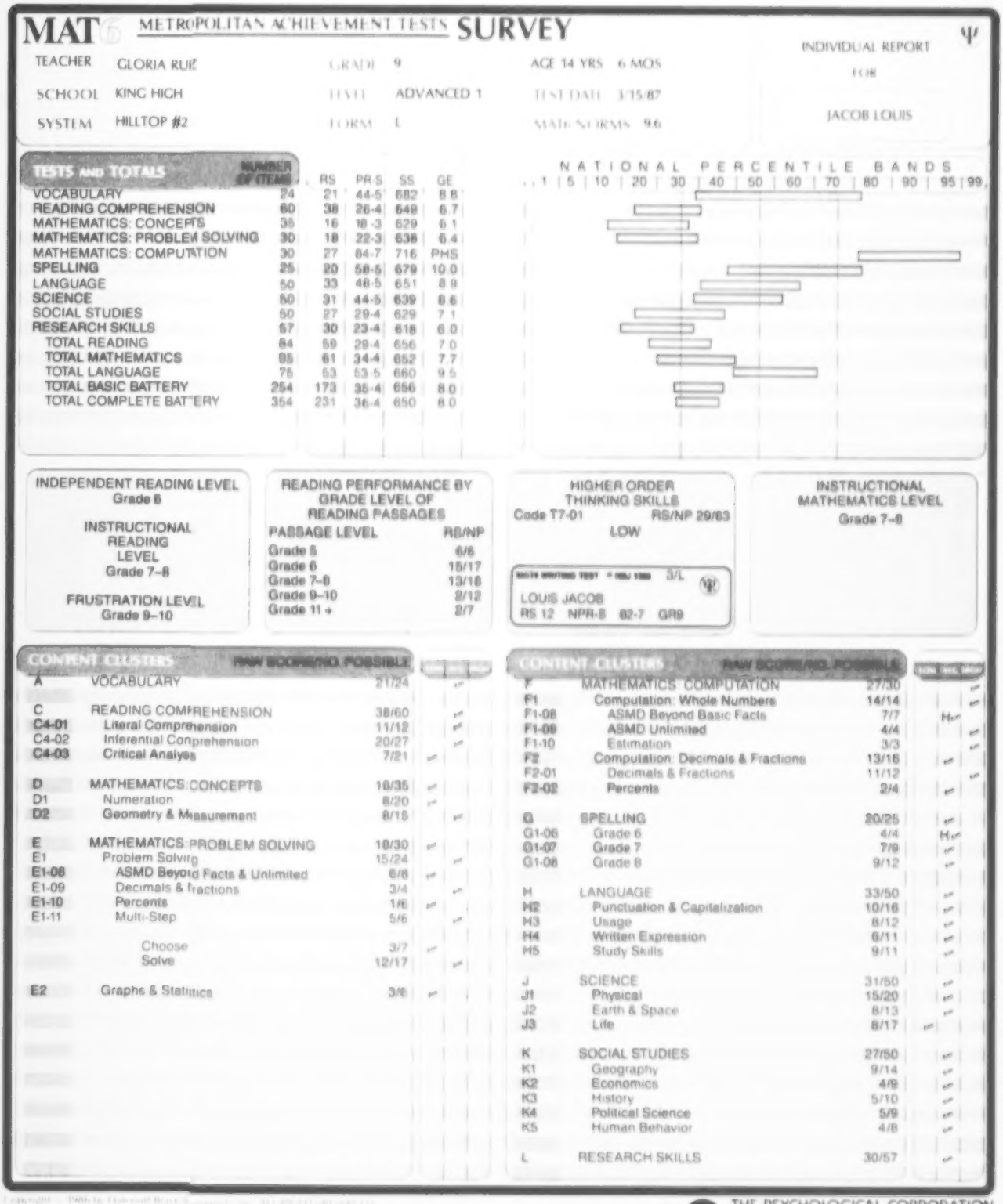
This section of the Manual illustrates the reports of two students who took both the MAT6 *Writing Test* and either the MAT6 *Language Diagnostic Tests* or the MAT6 Survey battery. Their score reports for both tests taken are interpreted to show the teacher how information from both instruments can be used in instructional planning.

Student 1 - Jacob Louis

Jacob Louis's score reports from the MAT6 Survey battery and from the MAT6 *Writing Test* are illustrated in Figures 8, 9, and 10. Jacob is in the 9th grade and he took the MAT6 Survey battery in March of 1987 and the MAT6 *Writing Test* in April of 1987.

His Individual Report (Figure 8) and his Cluster Analysis (Figure 9) for the Survey battery indicate that his performance in both language and spelling is in the average range. Notice, though, that while his scores are, for the most part, in the average range in Punctuation & Capitalization and in Spelling, his Individual Student Report for the MAT6 *Writing Test* (Figure 10) indicates that his performance in Area IV, Writing Mechanics, is in the lower range. His writing sample contained many errors in mechanics. It appears that Jacob is proficient in selecting correct punctuation, but when it comes to applying the rules of mechanics, he has some trouble. Also, his Cluster Analysis shows that he had the most trouble with the objectives measuring use of Other Punctuation and No Punctuation Needed. This could be an indication that in the direct assessment he may have added punctuation, (commas, for example), where no punctuation was necessary. The teacher may then want to give Jacob more instruction in this area. After he has demonstrated an understanding of the punctuation rules by recognizing correct punctuation, he should be given the opportunity to apply these rules in actual writing samples.

Another interesting comparison in Jacob's Cluster Analysis for the Survey battery and Individual Student Report for the *Writing Test* is in the area of Usage in the Language Test and Area II, Word Usage, in the *Writing Test*. His Usage score in the Survey battery is in the average range. He answered correctly 8 out of the 12 items in this strand, demonstrating an adequate understanding of subject-verb agreement, pronoun usage, and commonly confused words. Further, in the *Writing Test*, his score in Word Usage is 4, indicating that he had few,



MAT6 METROPOLITAN ACHIEVEMENT TESTS SURVEY

INDIVIDUAL REPORT FOR JACOB LOUIS

TEACHER GLORIA RUIZ | GRADE 9 | AGE 14 YRS 6 MOS
SCHOOL KING HIGH | LEVEL ADVANCED 1 | TEST DATE 3/15/87
SYSTEM HILLTOP #2 | FORM L | MATE NORMS 9.6

TESTS AND TOTALS	NUMBER OF ITEMS	RS	PR-S	SS	GE
VOCABULARY	24	21	44-5	682	8.8
READING COMPREHENSION	60	38	26-4	649	6.7
MATHEMATICS: CONCEPTS	35	16	18-3	629	6.1
MATHEMATICS: PROBLEM SOLVING	30	18	22-3	638	6.4
MATHEMATICS: COMPUTATION	30	27	84-7	716	PHS
SPELLING	25	20	58-5	679	10.0
LANGUAGE	50	33	46-5	651	8.9
SCIENCE	50	31	44-5	639	8.6
SOCIAL STUDIES	50	27	29-4	629	7.1
RESEARCH SKILLS	57	30	23-4	618	6.0
TOTAL READING	84	59	29-4	656	7.0
TOTAL MATHEMATICS	95	61	34-4	652	7.7
TOTAL LANGUAGE	75	53	53-5	660	9.5
TOTAL BASIC BATTERY	254	173	35-4	656	8.0
TOTAL COMPLETE BATTERY	354	231	36-4	650	8.0

NATIONAL PERCENTILE BANDS
1 | 5 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 95 | 99

INDEPENDENT READING LEVEL
Grade 6

INSTRUCTIONAL READING LEVEL
Grade 7–8

FRUSTRATION LEVEL
Grade 9–10

READING PERFORMANCE BY GRADE LEVEL OF READING PASSAGES

PASSAGE LEVEL	RS/NP
Grade 5	6/6
Grade 6	15/17
Grade 7–8	13/18
Grade 9–10	2/12
Grade 11+	2/7

HIGHER ORDER THINKING SKILLS
Code T7-01 RS/NP 29/63
LOW

3/L
LOUIS JACOB
RS 12 NPR-S 82-7 GR9

INSTRUCTIONAL MATHEMATICS LEVEL
Grade 7–8

CONTENT CLUSTERS	RAW SCORE/NO. POSSIBLE
A VOCABULARY	21/24
C READING COMPREHENSION	38/60
C4-01 Literal Comprehension	11/12
C4-02 Inferential Comprehension	20/27
C4-03 Critical Analysis	7/21
D MATHEMATICS: CONCEPTS	16/35
D1 Numeration	8/20
D2 Geometry & Measurement	8/15
E MATHEMATICS: PROBLEM SOLVING	18/30
E1 Problem Solving	15/24
E1-08 ASMD Beyond Basic Facts & Unlimited	6/8
E1-09 Decimals & Fractions	3/4
E1-10 Percents	1/6
E1-11 Multi-Step	5/6
Choose	3/7
Solve	12/17
E2 Graphs & Statistics	3/6

CONTENT CLUSTERS	RAW SCORE/NO. POSSIBLE
F MATHEMATICS: COMPUTATION	27/30
F1 Computation: Whole Numbers	14/14
F1-08 ASMD Beyond Basic Facts	7/7
F1-09 ASMD Unlimited	4/4
F1-10 Estimation	3/3
F2 Computation: Decimals & Fractions	13/16
F2-01 Decimals & Fractions	11/12
F2-02 Percents	2/4
G SPELLING	20/25
G1-06 Grade 6	4/4
G1-07 Grade 7	7/9
G1-08 Grade 8	9/12
H LANGUAGE	33/50
H2 Punctuation & Capitalization	10/16
H3 Usage	8/12
H4 Written Expression	6/11
H5 Study Skills	9/11
J SCIENCE	31/50
J1 Physical	15/20
J2 Earth & Space	8/13
J3 Life	8/17
K SOCIAL STUDIES	27/50
K1 Geography	9/14
K2 Economics	4/9
K3 History	5/10
K4 Political Science	5/9
K5 Human Behavior	4/8
L RESEARCH SKILLS	30/57

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Figure 8. MAT6 Survey Individual Report for Jacob Louis

MAT METROPOLITAN ACHIEVEMENT TESTS SURVEY

CLUSTER ANALYSIS FOR JACOB LOUIS

TEACHER GLORIA RUIZ | GRADE 9 | AGE 14 YRS 6 MOS
SCHOOL KING HIGH | LEVEL ADVANCED 1 | TEST DATE 3/15/87
SYSTEM HILLTOP #2 | FORM L | MAT6 NORMS 9.6

CONTENT CLUSTERS — RAW SCORE/NO. POSSIBLE

SKILLS ORDER OF IMPORTANCE FOR IRL OF GRADE 7-8
HIGH: VOCABULARY IN CONTEXT
RATE OF COMPREHENSION
SOME: SKIMMING AND SCANNING

A	VOCABULARY	21/24
A0-01	Subjects & Predicates	6/6
A0-02	Adjectives, Adverbs & Prepositions	8/9
A0-03	Direct & Indirect Objects	7/9
C	READING COMPREHENSION	38/60
C4-01	Literal Comprehension	11/12
C4-011	Detail	7/8
C4-012	Sequence	4/4
C4-02	Inferential Comprehension	20/27
C4-021	Inferred Meaning/Figurative Language	4/8
C4-022	Cause & Effect	8/10
C4-023	Main Idea	5/5
C4-024	Character Analysis	3/4
C4-03	Critical Analysis	7/21
C4-031	Drawing Conclusions	6/16
C4-032	Author's Purpose & Fact or Opinion	1/5
E	MATHEMATICS: PROBLEM SOLVING	18/30
E1	Problem Solving	15/24
E1-08	ASMD Beyond Basic Facts & Unlimited	6/8
E1-09	Decimals & Fractions	3/4
E1-10	Percents	1/6
E1-11	Multi-Step	5/16
	Choose	3/7
	Solve	12/17
E2	Graphs & Statistics	3/6
F	MATHEMATICS: COMPUTATION	27/30
F1	Computation: Whole Numbers	14/14
F1-08	ASMD Beyond Basic Facts	7/7
F1-09	ASMD Unlimited	4/4
F1-10	Estimation	3/3
F2	Computation: Decimals & Fractions	13/16
F2-01	Decimals & Fractions	11/12
F2-02	Percents	2/4
D	MATHEMATICS: CONCEPTS	16/35
D1	Numeration	8/20
D1-06	Beyond Thousands	4/4
D1-07	Decimals & Fractions	2/6
D1-08	Advanced Concepts	1/7
D1-09	Functions & Equations	1/3
D2	Geometry & Measurement	8/15
D2-03	Geometry	5/9
D2-07	Customary & Metric Measurement	3/6
G	SPELLING	20/25
G1-06	Grade 6	4/4
G1-07	Grade 7	7/9
G1-08	Grade 8	9/12
H	LANGUAGE	33/50
H2	Punctuation & Capitalization	10/16
H2-03	Commas	3/4
H2-04	Colons, Semi-colons & Apostrophes	3/4
H2-05	Other Punc. & No Punc. Needed	2/5
H2-06	Capitalization	2/3
H3	Usage	8/12
H4	Written Expression	6/11
H4-01	Grammar & Syntax	3/5
H4-02	Sentence Sense	2/3
H4-03	Paragraph Organization	1/3
H5	Study Skills	9/11
H5-02	Reference Sources	5/6
H5-03	Dictionary Skills	4/5
J	SCIENCE	31/50
J1	Physical	15/20
J2	Earth & Space	8/13
J3	Life	8/17
	Knowledge	15/21
	Comprehension	9/14
	Inquiry Skills	4/8
	Critical Analysis	3/7
K	SOCIAL STUDIES	27/50
K1	Geography	9/14
K2	Economics	4/9
K3	History	5/10
K4	Political Science	5/9
K5	Human Behavior	4/8
	Knowledge	10/15
	Comprehension	6/10
	Inquiry Skills	4/13
	Critical Analysis	7/12
L	RESEARCH SKILLS	30/57
H5	Reference Skills	9/11
E2	Graphs & Statistics	3/6
J0-01	Science Inquiry & Crit. Anal.	7/15
K0-01	Social Studies Inquiry & Crit. Anal.	11/25
T7-01	HIGHER ORDER THINKING SKILLS	29/63

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Figure 9. Cluster Analysis for Jacob Louis

if any, errors in grammar. Although it would appear that his *Writing Test* performance is greater than his objective test performance in this skill area, there are a few factors that the teacher should keep in mind.

First, many students are quite aware of their specific problems with usage, and in a direct assessment, they will avoid usage that may be troublesome for them. For example, if a student is unsure of the correct usage of the verbs "lie" and "lay," an objective tested at this level, he or she may avoid such attempts.

Also, the teacher should be aware of the fact that Area II, Word Usage, in the *Writing Test* takes into account the use of vocabulary as well as grammar. So, if the student made some minor errors in grammar, he or she could still receive a top score in this area if his or her vocabulary were carefully and imaginatively used.

Looking again at Jacob's Cluster Analysis, you will notice that his scores on the Written Expression objectives on the Survey battery are in the average range. This is, for the most part, in keeping with his Sentence Formation score of 3 on the *Writing Test*. His performance on the direct assessment indicates that he has used adequate sentence structure and has made few sentence formation errors.

Notice also that his objective test score of 1 out of a possible 3 in the objectives measuring recognition of logical paragraph organization is confirmed by his performance on the *Writing Test*; i.e., in Area III, Content Development, Jacob's writing indicates that he had some difficulty with organization. The teacher should work with Jacob on methods of organizing his paragraphs and essays.

Comparing a student's scores on a direct method of assessment with his or her scores on an indirect method of assessment will give the teacher a more comprehensive picture of the student's language skills. Comparing the two score reports gives the teacher greater evidence of the real "trouble spots" for the student. If the student demonstrates difficulty in a certain skill both in the direct assessment and in the indirect assessment, the teacher can be rather certain that the student needs more instruction in this area. By the same token, conflicting information on the two reports can alert the teacher to several possibilities: Perhaps the student did not perform to his or her potential on one of the instruments; or the student may be proficient at selecting correct usage, punctuation, spelling, etc., but simply cannot apply these skills in his or her own writing. Another possibility to be considered in the case of the student who performs very well on the direct assessment but poorly on the indirect assessment is that the student may have written conservatively, taking no chances, and using only what he or she was sure of, avoiding potential trouble spots. At any rate, the teacher must be careful not to use any one piece of information as evidence of the student's abilities.

METROPOLITAN ACHIEVEMENT TESTS: WRITING TEST

SCHOOL : KING HIGH SCHOOL
DISTRICT: HILLTOP #2

TEST DATE: 4/24/87
NORMS : SPRING 9

GRADE: 9
LEVEL: 3
FORM : L

INDIVIDUAL STUDENT REPORT
FOR
JACOB LOUIS

PAGE 1

HOLISTIC AND NORM-REFERENCED SCORES

RS	13	88	639
NATL PR	82		
NATL S	7		
NATL NCE	69.3		

ANALYTIC SCORES

AREA I : 3
AREA II: 4
AREA III: 3
AREA IV : 2

HOLISTIC SCORES

Compared to other students at this grade nationwide, this student's writing test performance is above average.

ANALYTIC SCORES

AREA I - SENTENCE FORMATION
4 Controlled, varied sentence structure. Few, if any, sentence formation errors.
* 3 Adequate sentence structure, little variety in length and form. Few sentence formation errors.
2 Some errors in sentence formation.
1 Frequent and/or serious errors in sentence formation.

AREA II - WORD USAGE
* 4 Vocabulary carefully and imaginatively used. Few, if any, errors in grammar.
3 Apt and varied vocabulary, but rather simplistic. A few errors in grammar.
2 Appropriate but limited vocabulary. Some errors in grammar.
1 Vocabulary limited, or unsuitable. Frequent or serious errors in grammar.

AREA III - CONTENT DEVELOPMENT
4 Well-planned content. Clearly elaborated, well-organized, controlled detail.
* 3 Several clear, specific details; some problems in organization or development.
2 Vague, sketchy details, often poorly organized. Repetition of ideas, lack of unity.
1 Weak idea and random thoughts, poorly planned. Few details, very brief response.

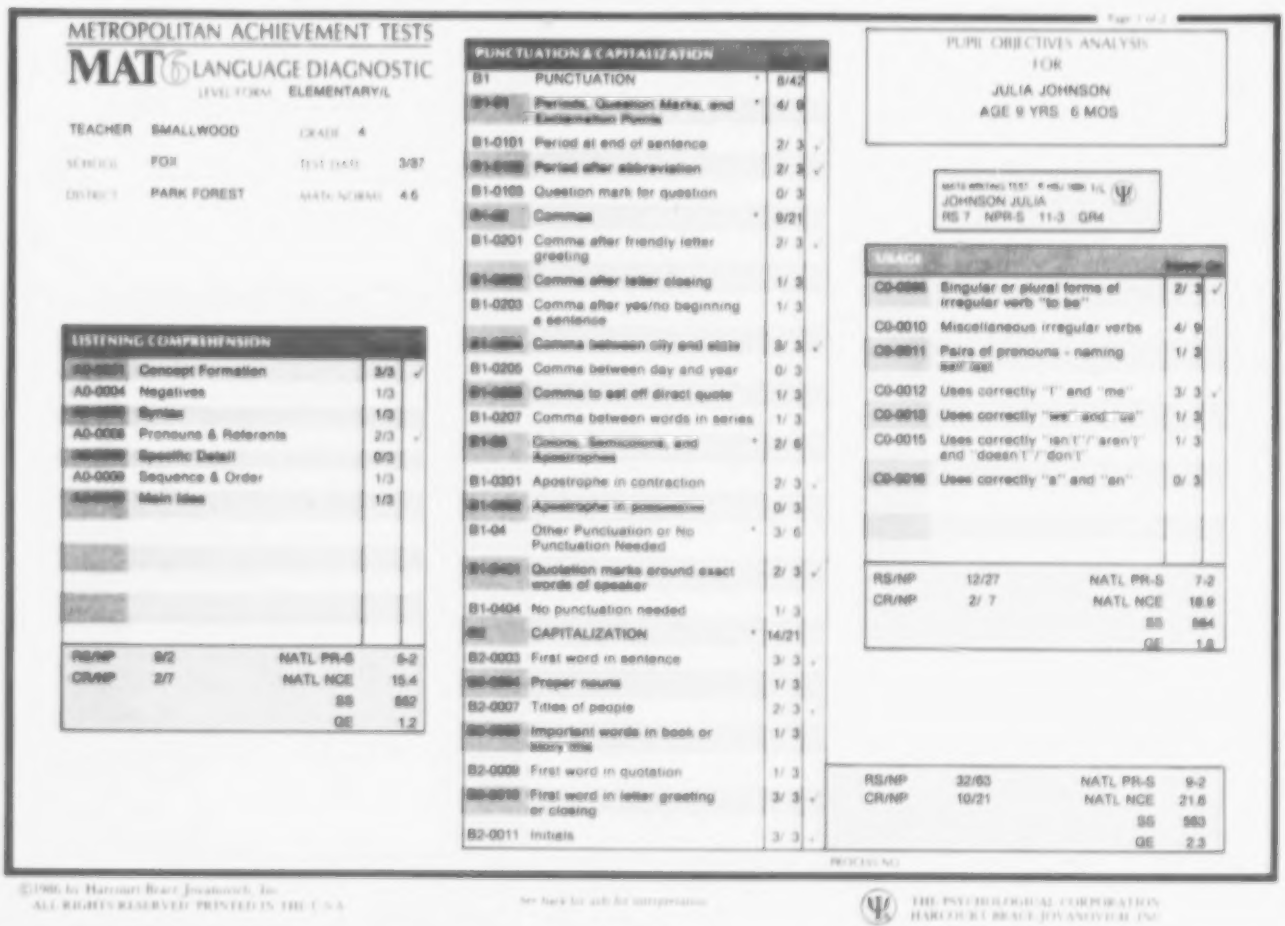
AREA IV - WRITING MECHANICS
4 No errors in mechanics, or few errors with some attempt at advanced techniques.
3 Few errors in mechanics with little risk-taking.
* 2 Many errors in mechanics.
1 Frequent and/or serious errors in mechanics, interfering with communication.

Figure 10. MAT6 *Writing Test* Individual Student Report for Jacob Louis (reduced from original size)

Student 2 - Julia Johnson

Julia Johnson's score reports from the MAT6 *Language Diagnostic Tests* and from the MAT6 *Writing Test* are illustrated below. Julia is in the 4th grade and she took the MAT6 *Language Diagnostic Tests* in March of 1987 and the MAT6 *Writing Test* in April of 1987. (See Figures 11A, 11B, and 12.)

Her Pupil Objectives Analysis for the Diagnostics battery (Figures 11A and 11B) indicates that her performance in the language arts is in the low range. Looking first at her score in Punctuation & Capitalization, you will notice that she reached criterion on only 10 of the 21 objectives measured. Her percentile rank is 9 and she is in the 2nd stanine. Also, she recognized the correct spelling of only 13 of the 40 items on the Spelling Test, placing her in the 1st stanine in this test. These scores in punctuation, capitalization, and spelling are consistent with her score of 1 in Area IV of the *Writing Test* as indicated on her Student Label with Analytic Scores (Figure 12). Julia demonstrated considerable difficulty in the area of writing mechanics in both the direct measure and indirect measure of writing skill. The teacher will certainly want to work closely with Julia in this skill area. In particular, Julia's Pupil Objectives Analysis indicates that she needs more instruction in the use of the comma. She answered correctly only 9 of the 21 items measuring this skill. Since the ability to use the comma becomes increasingly important at the elementary level, efforts here should be concentrated. Julia apparently needs practice not only in understanding the rules, but also in applying them in her own writing. Another concern for the teacher is Julia's understanding of the use of the question mark. She demonstrated difficulty with this not only on the Punctuation & Capitalization Test where she answered correctly none of the items measuring this objective, but also on the Written Expression Test where she was able to identify only one of the three items that needed question marks.



METROPOLITAN ACHIEVEMENT TESTS

MAT6 LANGUAGE DIAGNOSTIC

LEVEL FORM ELEMENTARY/L

TEACHER SMALLWOOD GRADE 4

SCHOOL FOX TEST DATE 3/87

DISTRICT PARK FOREST MATH SCORE 4.6

LISTENING COMPREHENSION

[illegible]	Concept Formation	3/3	✓
A0-0004	Negatives	1/3	
[illegible]	Syntax	1/3	
A0-0008	Pronouns & Referents	2/3	✓
[illegible]	Specific Detail	0/3	
A0-0009	Sequence & Order	1/3	
[illegible]	Main Idea	1/3	

RS/NP	9/2	NATL PR-S	5-2
CR/NP	2/7	NATL NCE	15.4
		SS	562
		GE	1.2

PUNCTUATION & CAPITALIZATION

B1	PUNCTUATION	8/42	
[illegible]	Periods, Question Marks, and Exclamation Points	4/ 8	
B1-0101	Period at end of sentence	2/ 3	✓
[illegible]	Period after abbreviation	2/ 3	✓
B1-0103	Question mark for question	0/ 3	
[illegible]	Commas	9/21	
B1-0201	Comma after friendly letter greeting	2/ 3	✓
[illegible]	Comma after letter closing	1/ 3	
B1-0203	Comma after yes/no beginning a sentence	1/ 3	
[illegible]	Comma between city and state	3/ 3	✓
B1-0205	Comma between day and year	0/ 3	
[illegible]	Comma to set off direct quote	1/ 3	
B1-0207	Comma between words in series	1/ 3	
[illegible]	Colons, Semicolons, and Apostrophes	2/ 6	
B1-0301	Apostrophe in contraction	2/ 3	✓
[illegible]	Apostrophe in possessive	0/ 3	
B1-04	Other Punctuation or No Punctuation Needed	3/ 6	
[illegible]	Quotation marks around exact words of speaker	2/ 3	✓
B1-0404	No punctuation needed	1/ 3	
B2	CAPITALIZATION	14/21	
B2-0003	First word in sentence	3/ 3	✓
[illegible]	Proper nouns	1/ 3	
B2-0007	Titles of people	2/ 3	✓
[illegible]	Important words in book or story title	1/ 3	
B2-0009	First word in quotation	1/ 3	
[illegible]	First word in letter greeting or closing	3/ 3	✓
B2-0011	Initials	3/ 3	✓

PUPIL OBJECTIVES ANALYSIS

FOR

JULIA JOHNSON

AGE 9 YRS 6 MOS

[illegible] JOHNSON JULIA RS 7 NPR-S 11-3 GR4

USAGE

C0-0008	Singular or plural forms of irregular verb "to be"	2/ 3	✓
C0-0010	Miscellaneous irregular verbs	4/ 9	
C0-0011	Pairs of pronouns - naming self last	1/ 3	
C0-0012	Uses correctly "I" and "me"	3/ 3	✓
C0-0013	Uses correctly "we" and "us"	1/ 3	
C0-0015	Uses correctly "isn't"/ "aren't" and "doesn't"/ "don't"	1/ 3	
C0-0016	Uses correctly "a" and "an"	0/ 3	

RS/NP	12/27	NATL PR-S	7-2
CR/NP	2/ 7	NATL NCE	18.9
		SS	584
		GE	1.8

RS/NP	32/63	NATL PR-S	9-2
CR/NP	10/21	NATL NCE	21.6
		SS	593
		GE	2.3

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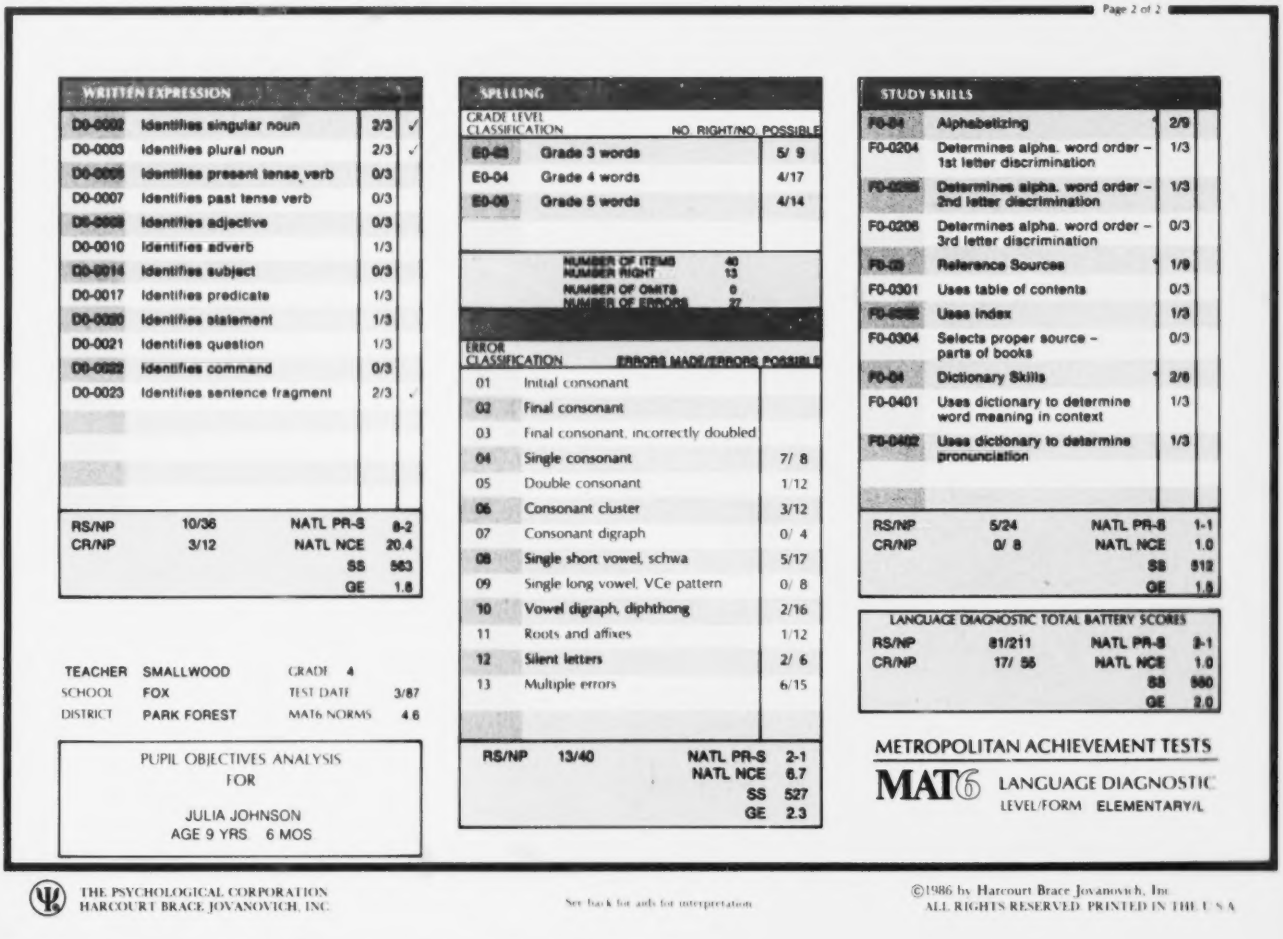
Figure 11A. First page of Pupil Objectives Analysis for Julia Johnson (reduced from original size)

Julia's Pupil Objectives Analysis for the Diagnostic battery and her Student Label with Analytic Scores for the *Writing Test* indicate that she also has some difficulty in the area of Usage. Her raw score of 12 out of 27 in the Usage Test in Diagnostics places her in the 7th percentile and the 2nd stanine, while her score in Word Usage, Area II of the *Writing Test*, is a 2. Both tests, then, give evidence that Julia needs more instruction in this area. Judging from her Pupil Objectives Analysis, she needs special focus in the use of irregular verbs; pairs of pronouns, naming self last; "we" and "us;" "isn't" and "aren't," "doesn't" and "don't;" and "a" and "an."

However, with a score of 2 in Word Usage on the *Writing Test* as compared with such a dramatically low score in this area on the Diagnostic battery, it would appear that there is some degree of conflicting evidence here. As explained in the profile of Jacob Louis above, there are several factors which may account for this. See the preceding profile for a complete explanation.

Julia's scores on the Written Expression objectives on the Diagnostic Tests are also in the low range. In this instance, however, Julia seems to have performed better in the direct measure of writing. Her score in Area I, Sentence Formation, is 2, which indicates she had *some* errors in sentence formation, but they were not frequent or serious. Apparently Julia can control her own sentence structure adequately, but has trouble selecting correct options in a multiple-choice test. More importantly, though, her Pupil Objectives Analysis shows that her greatest difficulty in this area was in recognizing parts of speech. Not knowing the names of various parts of speech is a far less serious problem than not being able to form a sentence correctly. This is a case, then, where the results of the direct measure of writing give evidence that the student is not having as serious a problem as may be demonstrated by an indirect measure of writing.



Page 2 of 2

WRITTEN EXPRESSION

D0-0002	Identifies singular noun	2/3	✓
D0-0003	Identifies plural noun	2/3	✓
D0-0006	Identifies present tense verb	0/3	
D0-0007	Identifies past tense verb	0/3	
D0-0008	Identifies adjective	0/3	
D0-0010	Identifies adverb	1/3	
D0-0014	Identifies subject	0/3	
D0-0017	Identifies predicate	1/3	
D0-0020	Identifies statement	1/3	
D0-0021	Identifies question	1/3	
D0-0022	Identifies command	0/3	
D0-0023	Identifies sentence fragment	2/3	✓

RS/NP	10/36	NATL PR-S	8-2
CR/NP	3/12	NATL NCE	20.4
		SS	563
		GE	1.8

TEACHER SMALLWOOD GRADE 4
SCHOOL FOX TEST DATE 3/87
DISTRICT PARK FOREST MAT6 NORMS 4.6

PUPIL OBJECTIVES ANALYSIS
FOR

JULIA JOHNSON
AGE 9 YRS 6 MOS

SPELLING

GRADE LEVEL CLASSIFICATION		NO. RIGHT/NO. POSSIBLE
E0-03	Grade 3 words	5/ 9
E0-04	Grade 4 words	4/17
E0-05	Grade 5 words	4/14

NUMBER OF ITEMS	40
NUMBER RIGHT	13
NUMBER OF OMITS	0
NUMBER OF ERRORS	27

ERROR CLASSIFICATION		ERRORS MADE/ERRORS POSSIBLE
01	Initial consonant	
02	Final consonant	
03	Final consonant, incorrectly doubled	
04	Single consonant	7/ 8
05	Double consonant	1/12
06	Consonant cluster	3/12
07	Consonant digraph	0/ 4
08	Single short vowel, schwa	5/17
09	Single long vowel, VCe pattern	0/ 8
10	Vowel digraph, diphthong	2/16
11	Roots and affixes	1/12
12	Silent letters	2/ 6
13	Multiple errors	6/15

RS/NP	13/40	NATL PR-S	2-1
		NATL NCE	6.7
		SS	527
		GE	2.3

STUDY SKILLS

F0-04	Alphabetizing	2/9
F0-0204	Determines alpha. word order – 1st letter discrimination	1/3
F0-0205	Determines alpha. word order – 2nd letter discrimination	1/3
F0-0206	Determines alpha. word order – 3rd letter discrimination	0/3
F0-03	Reference Sources	1/9
F0-0301	Uses table of contents	0/3
F0-0302	Uses index	1/3
F0-0304	Selects proper source – parts of books	0/3
F0-04	Dictionary Skills	2/6
F0-0401	Uses dictionary to determine word meaning in context	1/3
F0-0402	Uses dictionary to determine pronunciation	1/3

RS/NP	5/24	NATL PR-S	1-1
CR/NP	0/ 8	NATL NCE	1.0
		SS	512
		GE	1.5

LANGUAGE DIAGNOSTIC TOTAL BATTERY SCORES

RS/NP	81/211	NATL PR-S	2-1
CR/NP	17/ 56	NATL NCE	1.0
		SS	560
		GE	2.0

METROPOLITAN ACHIEVEMENT TESTS
MAT6 LANGUAGE DIAGNOSTIC
LEVEL/FORM ELEMENTARY/L

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See back for aids for interpretation

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Figure 11B. Second page of Pupil Objectives Analysis for Julia Johnson

Notice also that Julia's performance in the Listening Comprehension Test parallels her performance in the *Writing Test*. In Area III, Content Development, she received a score of 1, indicating that her writing contained weak and random thoughts, poorly planned. In the Listening Comprehension Test of the Diagnostic battery, she failed to reach criterion on 5 of the 7 objectives. Among those objectives that proved troublesome for her were those involving her ability to understand syntactic structure, specific detail, sequence and order, and the main idea. It is no surprise, then, that Julia demonstrated a weakness in planning and organizing her own writing.

As indicated in Jacob Louis's profile, comparing a student's scores on a multiple-choice test such as the *Language Diagnostic Tests* and scores on a free response format such as the MAT6 *Writing Test* will give the teacher a better understanding of the student's strengths and weaknesses in language arts and will provide more useful information for instructional purposes than would an analysis of a student's performance based on just one type of instrument. For a more complete discussion of this, look at the last paragraph of the profile of Jacob Louis above.

MAT6 WRITING TEST 1/L DATE TESTED 4/87
GR 4
JOHNSON JULIA SEX F DOB 9/08/77
RS 7 N/PR–S 11-3
SS 548 N–NCE 24.2

	AREAS	I	II	III	IV
ANALYTIC SCORES		2	2	1	1

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Figure 12. Student Label with Analytic Scores

Chapter Four
Tips for Teaching

This section provides some "tips for teaching" writing, aimed especially at the ordinary classroom situation. These tips should not be taken as a substitute for some of the excellent writing skill programs now available for teachers.

1. Use free-writing regularly in the classroom. This is probably the single most important suggestion that can be made for improving students' writing skill. Whereas students read not only every day but in almost every class, every day, and students regularly engage in computational exercises in both math and science classes, many students do not write any extended discourse for weeks at a time in school. It is little wonder then that their skill does not develop. Students should be given some extended writing to do every day or almost every day of the school year. "Extended" writing here does not necessarily mean multi-page documents. It simply means writing beyond the level of filling in blanks in a workbook or completing spelling exercises, something involving sentences and paragraphs.

2. Do not limit writing exercises to lengthy essays and stories. Too frequently, the only significant discourse produced by students is in connection with some month- or semester-long assignment, which is fraught with anxiety because of the magnitude of the project. Students should be given much practice with shorter works, perhaps a page in length which can be completed in 15 to 30 minutes. Such projects can easily be incorporated into the daily activities of the classroom.

3. Do not *always* mark the mechanical mistakes in students' writing. To be sure, it is important to provide feedback to students on the success of their writing – more on this in point 4 below. It is easy to spot errors in grammar, spelling, etc. and easy to mark these on a student's paper. However, consistently marking these can give the impression that that is all there is to writing; and that is all students will pay attention to. Such marking of every mechanical error also makes the feedback process very time-consuming for the teacher, thus leading to a reluctance to assign writing tasks. One should be accustomed to marking mechanical errors sometimes, but not always.

4. Use praise and suggestions for improvement in the feedback process. Just a brief word or sentence will do. A teacher can read the results of a 20-minute writing period in only a minute and take another 30 seconds to record a word of praise and one suggestion for improvement on a student's paper. Doing this frequently should have more long-term benefits for the student than laboriously marking every possible error on

papers written once a month. And, it is much easier on the teacher!

5. Relate the teaching of mechanics to real writing. When covering a particular matter of mechanics, e.g., subject-verb agreement, use of semicolons, etc., in addition to having students complete the usual workbook exercises related to the topic, devise ways to have students practice the point in a brief story or essay.

6. Have a variety of topics on which to write, some self-selected. The teacher should have a "grab-bag" of possible topics on which to write. These may come from a sourcebook on writing skill development; they may be made up by the teacher at the beginning of the year; or, once a month, students in the class may contribute to a list of possible writing topics.

   The teacher should not be afraid to assign a topic to students. It is sometimes said that it is unrealistic to "make" students write on a particular topic – that students should be free to write about anything they choose. That is patently not the case. In the vast majority of cases in "real" life, the writer does not choose his/her topic; it is given by the circumstances of a job or task to be accomplished. A business report must be prepared; a complaint is to be written; a customer inquiry needs response; etc.

   On the other hand, it is sometimes useful to give students some say in the selection of topics, primarily to allow the students to write about something of interest. It is rarely a good idea to say, "Write about anything you want to," since students will then often spend more time trying to decide on a topic than actually writing. However, students can be given a choice from a limited range of topics related to varying subject matter.

7. Use a variety of types of writing. Examples of types of writing include business letters and friendly letters, imaginative stories, straightforward descriptions, dialogue, play scripts, advertisements, and essays. Each provides a somewhat different context for the development of writing skills.

8. If the school has access to word-processing, introduce students to this modern way of writing as soon as possible. Students even in the primary grades can learn to produce material in a word-processing mode. Many students now have access to word-processors in their homes. They should be encouraged to use them for completing writing assignments.

   Teachers, if they are not already familiar with word-processing technology, should avail themselves of the many opportunities to learn this technology. If necessary, ask the local school administration to provide in-service training on this topic.

PART IV
References

References

This section provides some basic references in the now voluminous literature on the assessment of writing skill. No attempt is made to provide an exhaustive listing of individual studies, summaries of studies, or commentaries on writing assessment. Rather, an attempt is made to introduce the user of the *Writing Test* to the literature on this subject, so that the user may pursue these issues more fully if he/she chooses to do so.

There are a number of *general references* which summarize issues involved in writing assessment and/or empirical studies of writing assessments with which one should become familiar. Spandel and Stiggins (1980) provide an excellent summary of the various methods (e.g., holistic and analytic ratings) now in use to judge the quality of writing, along with a balanced analysis of the strengths, weaknesses, and typical applications of each method. Cooper (1984) provides a good, recent summary of empirical studies of the relationship between multiple-choice and essay tests of writing skill; the focus of attention in his summary is the college-bound population of students, although studies cited are not limited to that group. The summary by Hogan and Mishler (1982) covers relationships among six measures of writing skill: holistic, analytic, primary trait, syntactic analysis, computer analysis, and multiple-choice measures. Cooper and Odell (1977) provide a collection of commentaries or discussions of writing assessment issues; although these are becoming rather dated, they still represent many of the extant opinions about assessment matters.

The reader should be familiar with several *classical sources* related to writing assessment. Among these is the highly readable book by Diederich (1974) which was one of the earliest expositions of basic issues in assessing writing skill, especially through a combined use of rating methods and objective methods. The study by Godshalk, Swineford, and Coffman (1966), which was really a series of studies, is a benchmark analysis of direct and indirect measures of writing skill. Even earlier, Huddleston (1954) provided an excellent summary of studies on "objective vs. subjective" techniques for measuring writing skill. All three of these classical references tended to concentrate on the college-bound student.

Studies on the relationship between objective tests and measures based on judgments about writing samples at the elementary school level are exemplified by the studies of Hogan and Mishler (1980) and Moss, Cole, and Khampalikit (1982).

A simplified description of the application of holistic scoring in the ordinary classroom setting is given by Mishler and Hogan (1979). Mishler and Hogan (1982) also provide a somewhat more detailed exposition of the holistic scoring methodology, along with a description of common applications.

Cooper, P.L. (1984). "The Assessment of Writing Ability: A Review of Research" (GRE Board Research Report GREB No. 85-15R). Princeton NJ: Educational Testing Service.

Cooper, C.R. and Odell, L. (Eds.) (1977). *Evaluating Writing: Describing, Measuring, Judging.* Urbana IL: National Council of Teachers of English.

Diederich, P.B. (1974). *Measuring Growth in English.* Urbana IL: National Council of Teachers of English.

Godshalk, F.I., Swineford, F., and Coffman, W.E. (1966). *The Measurement of Writing Ability.* New York: College Entrance Examination Board.

Hogan, T. and Mishler, C. (1980). "Relationships between Essay Tests and Objective Tests of Language Skills for Elementary School Students." *Journal of Educational Measurement,* 17, 219-227.

Hogan T. and Mishler, C. (1982). "Relationships among Measures of Writing Skill." ERIC Clearinghouse on Tests and Measurements Document No. ED 224812. Princeton NJ: Educational Testing Service.

Huddleston, E. (1954). "Measurement of Writing Ability at the College Level: Objective vs. Subjective Techniques." *Journal of Experimental Education,* 22, 165-213.

Mishler, C. and Hogan, T. (1979). "Judging the Quality of Students' Writing: When and How." *The Elementary School Journal,* 79, 142-146.

Mishler, C. and Hogan, T. (1982). "Holistic Scoring of Essays: Remedy for Evaluating the Third R." *Diagnostique,* 8, 4-16.

Moss, P., Cole, N., and Khampalikit, C. (1982). "A Comparison of Procedures to Assess Written Language Skills at Grades 4, 7, and 10." *Journal of Educational Measurement,* 19, 37-47.

Spandel, V. and Stiggins, R.J. (1980) *Direct Measures of Writing Skill: Issues and Applications.* Portland OR: Northwest Regional Educational Laboratory.

Aids For Interpretation

In the pages that follow, you will find two worksheets provided to aid in the interpretation of test results.

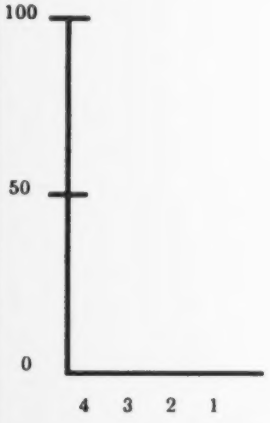
Worksheet 1: Analytic Scoring Performance Chart
Worksheet 2: Instructional Planning Worksheet

Worksheet 1 should be used to plot performance in each of the four Analytic scoring areas. This graphic look at performance will provide an overall evaluation from which you can determine those Analytic areas needing more detailed analysis.

Worksheet 2 should be used to help teachers analyze class performance. By analyzing overall performance through both Holistic and Analytic scores, the teacher can identify those areas needing special attention and develop teaching strategies for these areas.

Area I--SENTENCE FORMATION

Percentage of Students Scoring in each Category of Performance Levels



Definition of Performance Levels

4 Controlled and varied sentence structure. Few, if any, sentence formation errors.

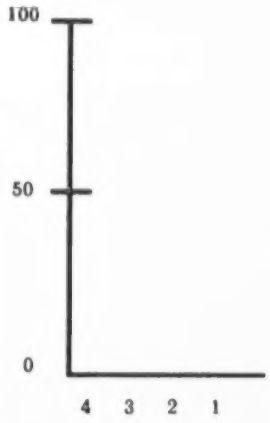
3 Basically adequate sentence structure with little variety in length and form. Few sentence formation errors.

2 Some errors in sentence formation.

1 Frequent and/or serious errors in sentence formation.

Area II--WORD USAGE

Percentage of Students Scoring in each Category of Performance Levels



Definition of Performance Levels

4 Vocabulary carefully and imaginatively used. Few, if any, errors in grammar.

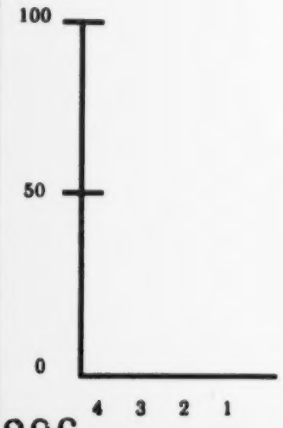
3 Vocabulary acceptable and appropriate, but somewhat simplistic. A few errors in grammar.

2 Appropriate, but limited vocabulary. Some errors in grammar.

1 Vocabulary limited and at times incorrect or unsuitable. Frequent and/or serious errors in grammar.

Area III--CONTENT DEVELOPMENT

Percentage of Students Scoring in each Category of Performance Levels



Definition of Performance Levels

4 Well-planned content. Clearly elaborated, well-organized, controlled details.

3 Several clear and specific details, with a few problems in either organization or development.

2 Vague and sketchy details, often poorly organized. Problems with repetition of ideas and lack of unity.

1 Weak ideas and random thoughts, poorly planned. Few details included in a very brief response.

Area IV--WRITING MECHANICS

Percentage of Students Scoring in each Category of Performance Levels

Definition of Performance Levels

4 No errors in mechanics, or few errors with some attempt at advanced techniques.

3 Few errors in mechanics; little risk taking.

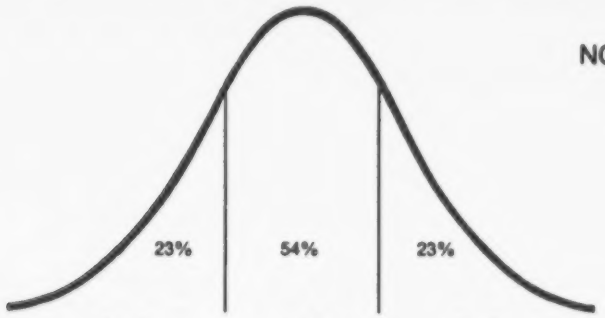
2 Many errors in mechanics.

1 Frequent and/or serious errors in mechanics, interfering with communication.

INSTRUCTIONAL PLANNING WORKSHEET

HOLISTIC

NORMAL DISTRIBUTION



Stanine	1 - 3	4 - 6	7 - 9
Number			
Percent			

ANALYTIC

Area 1 — SENTENCE FORMATION	# STUDENTS SCORING 3-4	# STUDENTS SCORING 1-2	TEACHING STRATEGY
Area 2 — WORD USAGE	# STUDENTS SCORING 3-4	# STUDENTS SCORING 1-2	TEACHING STRATEGY
Area 3 — CONTENT DEVELOPMENT	# STUDENTS SCORING 3-4	# STUDENTS SCORING 1-2	TEACHING STRATEGY
Area 4 — WRITING MECHANICS	# STUDENTS SCORING 3-4	# STUDENTS SCORING 1-2	TEACHING STRATEGY

NOTES